



# **General Certificate of Secondary Education**

## **General Studies 3761**

**Paper 1      Foundation Tier**

### **Mark Scheme**

*2008 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	B	A11	D
A2	B	A12	C
A3	C	A13	B
A4	A	A14	A
A5	B	A15	B
A6	D	A16	C
A7	A	A17	C
A8	C	A18	A
A9	A	A19	B
A10	C	A20	C

## Paper 1 Tier F

### SECTION B

- B1**
- |     |                         |     |                  |
|-----|-------------------------|-----|------------------|
| (a) | hidden tax              | (1) |                  |
| (b) | shrinkage               | (1) |                  |
| (c) | cosmetics               | (1) |                  |
| (d) | Checkpoint Systems (UK) | (1) | <b>(4 marks)</b> |
- 
- B2**
- |     |   |     |                  |
|-----|---|-----|------------------|
| (a) | <ul style="list-style-type: none"> <li>• items easily hidden on the person</li> <li>• sold on without difficulty</li> </ul>   | (2) |                  |
| (b) | <ul style="list-style-type: none"> <li>• electronic monitoring systems</li> <li>• software to monitor stock</li> </ul>  | (2) |                  |
| (c) | Anti-social behaviour order<br>e.g. from Item C – vandalism, litter, nuisance behaviour, noise, intimidation, harassment, rowdy behaviour, street drinking, begging, drug misuse, dealing, animal related problems, hoax calls, prostitution. | (2) | <b>(6 marks)</b> |
- 
- B3**
- |     |  |     |                  |
|-----|--|-----|------------------|
| (a) | 14 year olds: <ul style="list-style-type: none"> <li>• are able to understand what they are doing</li> <li>• are able to participate in own defence</li> </ul> | (2) |                  |
| (b) | 10 year olds: <ul style="list-style-type: none"> <li>• know the difference between right and wrong</li> </ul>  | (1) | <b>(3 marks)</b> |
- 
- B4**
- |     |  |     |                  |
|-----|--|-----|------------------|
| (a) | $\frac{\pounds 174.35}{12} = \pounds 14.53 \text{ (rounded up) for one month}$ $\pounds 43.59 \text{ (accept } \pounds 43.58)$ | (2) |                  |
| (b) | $\frac{\pounds 198\,000}{1286 \text{ calls}} = \text{Accept } \pounds 153.96 \text{ or } \pounds 153.95$ (rounding up or down) | (2) | <b>(4 marks)</b> |

**Levels Mark Scheme for Question B5**

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)**

**B5 Arguments for using prison sentences:**

- opportunities for education, support, rehabilitation etc.
- acts as a punishment for offenders – not a ‘soft option’
- provides form of public protection from those offenders who may be violent or dangerous
- may act as a deterrent to potential offenders
- loss of liberty may be the most appropriate sanction for many offenders – especially if serious or persistent
- short, sharp shock to young offenders.

**Arguments against using prison sentences:**

- prisoners may not be viewed as an individual – almost a sub race
- difficult for the prisoner to have a sense of enjoyment/purpose of life when regime is so repetitive
- short term prisoners often learn little except how to commit more different crimes
- harsh regime may dehumanise the criminal even more
- overcrowding problems are developing
- prisoners may not receive sufficient mental health therapy where required
- growth of drug problems within prisons – especially those housing young offenders
- development of negative role model
- too many ex-prisoners re-offend
- Many alternatives, like community service etc. may be more suitable for minor offenders.

**A conclusion with reason(s) is expected and the top level cannot be reached without it.**

**Candidates who only attempt FOR or AGAINST sections, even with a conclusion cannot reach the top level.**

**(8 marks)**

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

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

## SECTION C

### Levels 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)**

### Levels Mark Scheme for Questions C6(c) and C7(c)

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) Two reasons why medical research in the UK is necessary**

**Answers might include:**

- to develop new treatment/processes to combat illnesses
- to develop new drugs to cure (new) diseases
- to aid people in coping with illnesses within their everyday lives
- to continue to extend the human lifespan
- to provide high level, highly skilled employment
- to retain an industry within the UK, which if banned would simply relocate elsewhere.

Any other valid points

**Two reasons each explained**

**(4 marks)**

**C6 (b) Refer to Levels Mark Scheme on page 6 when awarding marks**

**Against face transplant surgery on NHS**

**Arguments against may include:**

- expensive, drugs and surgery
- low priority for NHS funding – priorities elsewhere
- deformity would have to be severe or life threatening before procedure could be allowed
- very few hospitals would have the expertise to deliver the surgery
- would utilise facilities that could be used to treat more crucial illnesses
- not fully proven as yet
- unless life threatening – morally debatable issue
- long term physical effects – rejection by immune system
- powerful drugs required – possibly for life
- side-effects of these drugs
- psychological effect on individual who has to live with someone else's face
- effect on family and friends in terms of acceptance.

Any other valid points

One-sided argument against **only** required

**(8 marks)**



**C6 (c) Refer to Levels Mark Scheme on page 6 when awarding marks**

**By 2010 the use of animals for medical research should be banned in UK**

**Extent of disagreement may be in terms of a complete ban, a partial ban or minimal interference with present policies**

- **Complete ban would view the animals as:**

- having the same rights as human beings
- feeling pain, suffering fear etc.
- facing a death penalty
- being bred for experimentation not natural evolution etc.

**Alternative suggested could be:**

- the extension of computer modelling
- the use of selected human volunteers
- the use of laboratory cell research
- cosmetic and tobacco research already prohibited.

- **Partial Ban:**

May outline the three Rs

- reduction in number of animals used
- refining the experiments to cause minimal pain/suffering
- replacing the use of animals where possible by introducing/extending methods outlined above.

- **Minimal/no interference:**

- care and attention given to all animals to minimise suffering in our humane society
- experimentation crucial for human health
- best research methods for certain key drugs on key animals, e.g. macaque monkey
- animals place within order of creation is subservient to man
- over reaction with the UK to animal issues
- if testing is banned in the UK then employment and research and future financial profit will simply move to another country.

Any other valid points

**(18 marks)**

**C7 (a) Two ways that extra public holidays within the UK could help the tourist industry**

**Answers might include:**

- extra visits to specific tourist attractions
- visit to tourist destination (with examples given)
- extended breaks to hotels, b/b etc.
- extra spending on holiday items, souvenirs etc.
- extra spending on holiday travel, including petrol sales
- additional events organised specifically for public holiday time, e.g. race meetings, football matches etc.

Any other valid points

**Two reasons each explained**

**(4 marks)**

**C7 (b) Refer to Levels Mark Scheme on page 6 when awarding marks**

**Outline four media sources available and how useful the public may find them**

**Answers might include:**

- Internet – wide variety of websites reflecting both information from the industry and the general public
- T.V – range of holiday programmes  
– New satellite channels dedicated to this service
- Films – often utilising key holiday location features
- Radio – interviews, reviews etc.
- Newspapers – holiday sections, supplements, adverts, issues or news affecting destination
- Magazines – holiday features  
– specialist publications  
– trade publications
- Brochures – printed by holiday companies
- DVD/video – provided by holiday companies or independent bodies
- Books – variety of guides available e.g. AA, Rough Guides
- T.I.C. leaflets – booklets, publications, posters etc., produced by the private, public or voluntary sector for distribution.

Any other valid points

**Overall usefulness**

The general public by definition will vary considerably in their usage of the stated media sources. Students should be credited for sensible reviews of each source.

At the present time the majority of the public will utilise either the Internet (whether business sites or individual reviews) or holiday brochures distributed by the main holiday providers.

Television is becoming a more popular resource especially with the growth of specialist Travel Channels broadcast on satellite.

Newspapers may be widely available; however, travel sections only occur with some popular papers on certain days of the week. Some publications are extremely useful.

Usage of printed materials, whether magazines or published travel guides, are attracting more support from the tourist requiring more detailed information.

Film locations are proving an initial interest factor for tourists, but the success of this source may well rest upon the popularity of the film itself.

TIC publications may often focus heavily on UK destinations.

Radio would appear to provide specialist information to the discerning listener.

Credit may be awarded for the student who is able to develop the concept of the daily/Sunday newspapers travel sections (often combined with offers!) which appears to be a growing source of interest to the public.

**Any four sources explained**

**(8 marks)**

**C7 (c) Refer to Levels Mark Scheme on page 6 when awarding marks**

**For and against regular holidays abroad**

**Arguments for may include:**

- escape from everyday life
- a change, something different to experience
- relief of stress through relaxation/beach holiday
- experiencing entertainment via theme park holiday
- visiting new places/new experiences
- sampling new culture/way of life
- experiencing educational development/historic sites etc.
- meeting new people
- togetherness of family during this period
- 'package' – everything pre-arranged for family
- enjoyment of travel
- comprehensive range of holiday types available
- facing a new challenge.

**Arguments against may include:**

- possible expense depending on choice of holiday
- possible travel fatigue
- threats of terrorism, airports/resort?
- possibility of accidents occurring during travel or holiday
- negative health issues – malaria, aids etc.
- tourists being targeted by criminals
- holiday fails to live up to expectations
- extras to be paid for, insurance, parking etc.
- travel delays likely
- threat of natural disaster
- threat of war
- passport/visa required
- availability of quality holidays within the UK
- vast amounts of money spent abroad thus being lost to the UK economy and causing problems with the 'balance of payments'

Any other valid points

**(18 marks)**

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**Distribution of Assessment Objective marks across  
Paper 1F Section C**

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