



General Certificate of Secondary Education

General Studies 3761

Paper 1 Higher 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.

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Set and published by the Assessment and Qualifications Alliance.

GCSE General Studies

Paper 1 Tier H

SECTION A

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

Paper 1 Tier H

SECTION B

- B1**
- (a) shrinkage (1)
 - (b) cosmetics (1)
 - (c) B.O.G.O.F (buy one get one free) (1)
 - (d) intimidation / harassment (1) **(4 marks)**
- B2**
- (a) A measurement breaking down the products being stolen, indicating whether the situation is getting worse or better. (2)
 - (b)
 - electronic monitoring systems
 - software to monitor stock
 (2)
 - (c) Anti-social behaviour order
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) **(6 marks)**
- B3**
- (a) She suggests 14 year olds:
 - are more able to understand what they are doing
 - are able to participate in their own defence
 (2)
 - (b)
 - data could be approximated by rounding up/down
 - then pictorially represented e.g. histogram, pie chart, graph.
 (2) **(4 marks)**
- B4**
- (a) $\frac{4.3 \text{ billion} \times 100}{1.33 \%} = 323.308$
Answer = 323 billion (2)
 - (b)
 - telephone call/999 to Emergency Services
 - without genuine need by person
 (2)
 - (c) Litter/rubbish per day
 $\frac{£1866000}{10686 \text{ incidents}} = £174.62099 = £174.62 \text{ per incident}$
 may round up or down

 Drugs per day
 $\frac{£527000}{2920 \text{ incidents}} = £180.47945 = £180.48$
 may round up or down

 1 mark for figures
 1 mark for comment which agrees with statement (2) **(6 marks)**

Levels 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)

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.

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

SECTION C**Levels 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 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 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)

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)

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

Against face transplant surgery on NHS

Arguments against may include:

- expensive surgery procedures
- 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 critical 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

(10 marks)

C6 (b) 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 suggestions 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 within 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

(20 marks)

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

Outline the 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 sectors 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.

(10 marks)

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

For and against regular spending family income on a holidays abroad

Arguments for may include:

- sufficient disposable income to be able to afford a regular holiday
- 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:

- insufficient regular disposable income to spend on a holiday abroad
- changes by the family in terms of their domestic spending priorities
- 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

(20 marks)

C8 (a) Refer to Levels Mark Scheme on page 6 when awarding marks

Voting at 16?

Arguments for might include:

- increase of voting numbers
- better representation of younger generation
- MPs may be forced to take this age range more seriously
- better educated voters compared with parents and older generation because of the effect of citizenship courses
- increased interest in elections
- age of responsibility for leaving school, getting a job – paying taxes etc. – why not voting?

Arguments against might include:

- not mature enough to understand 'real' issues
- may be attracted to vote for 'gimmick party'
- many 16 year olds have little or no interest in politics
- expensive to change the present system
- increase in voting numbers likely to be small
- why change? – Present system works quite well.

Any other valid points

(10 marks)

C8 (b) Refer to Levels Mark Scheme on page 6 when awarding marks**Governmental control of the internet****Arguments for might include:**

- protection of people especially children relating to personal sections of the internet e.g. Chat Rooms
- prevention of dangerous activities, e.g. bomb making, exchanging terrorism information etc.
- prevention of sales of dangerous equipment: guns, knives, weapons etc.
- control of the sale of 'false' or dangerous drugs
- control of activities viewed as abnormal by society in general
- prevention of fraud
- tracking of dangerous people or items
- protection of privacy etc. from hackers
- prevention of anything not in the country's interest
- control of accuracy – to make certain that information e.g. news, history reviews etc. are fully correct.

Arguments against might include:

- big brother trying to control the public
- World Wide Web cannot be controlled by any one single country
- basic freedoms threatened
- who decides what is in the public interest?
- who controls the Government censorship departments?
- what punishments will be available?
- new laws will have to be made
- expensive equipment will be required
- technological developments may outstrip the controlling mechanisms
- may stifle the development of businesses on the 'web'
- freedom of information destroyed.

Any other valid point

(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