



**General Certificate of Secondary Education  
June 2011**

**General Studies 47601**

**(Specification 4760)**

**Unit 1: Case Study**

**Final**

***Mark Scheme***

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## GCSE General Studies

### Assessment Objectives (AOs)

The following assessment objectives will be assessed in the context of the content and skills set out in Section 3 (Subject Content) of the specification.

- AO1** demonstrate relevant knowledge and understanding applied to a range of contemporary issues. (*Knowledge*)
- AO2** comprehend and make use of stimulus material presented in a variety of forms including text, number, statistics, diagrams and pictures. (*Comprehension*)
- AO3** marshal evidence by selecting, interpreting, and integrating information, data and concepts, and by communicating clearly in an accurate, logical and relevant way. (*Application and Communication*)
- AO4** interrelate information and ideas in a coherent and structured manner, evaluate evidence, form reasoned judgements, and recognise bias and prejudice. (*Synthesis and Evaluation*)

### Distribution of Assessment Objective marks across Unit 1

Question	AO1	AO2	AO3	AO4	Total
1	–	2	2	–	4
2	1	2	2	1	6
3	3	2	2	3	10
4	6	4	4	6	20
<b>Total</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>40</b>

## Unit 1 Case Study

- 1 Using Source 1 only, explain two ways that the online world can be used for crime.

**(4 marks)**

Examples of indicative content – any other valid points will be credited.

### Level 2 (3 – 4 marks)

Some development of points such as:

- allows criminal to seem genuine by using personal information about hobbies, events attended etc
- many small transactions are impossible to trace
- favourite games can contain keylogger software
- credit card details easy to steal and pass on using the internet.

### Level 1 (1 – 2 marks)

Simple undeveloped points (identification only) such as:

- criminals target Facebook and virtual worlds
- personal information is being gathered from sites such as Facebook
- laundering money through virtual worlds.

### Level 0 (0 marks)

No valid response or relevant information.

**NB** *Full marks (4) should be reserved for candidates who explain two points with clear communication and development.*

**2** **Source 5 reveals some fears about a society in which real human contact is lost. Using information from Source 2 and Source 3 explain to what extent you think such fears are justified.**

**(6 marks)**

Examples of indicative content – any other valid points will be credited.

**Level 3 (5 – 6 marks)**

Cross-referencing, developed points and conclusions such as:

- the very games that people love might contain programmes which can be used to rob them (Source 2)
- there are real dangers associated with removing human interaction – as seen in the case of the couple whose real lives have been affected by their virtual lives (Source 3).

**Level 2 (3 – 4 marks)**

Some development of points such as:

- criminals are actually setting up accounts in virtual worlds (Source 2)
- couple are getting married but have never met in the real world (Source 3)
- but it enables shy people to communicate (Source 3).

**Level 1 (1 – 2 marks)**

Simple undeveloped points such as:

- criminals can steal your details (Source 2)
- people such as Kate Bevan, “completely addicted” (Source 2)
- people getting carried away with games – divorce of couple (Source 3).

**Level 0 (0 marks)**

No valid response or relevant information.

*A candidate who does not use Sources 2, 3 and 5 should usually be awarded the lower of the 2 marks in the appropriate level.*

*NB Full marks (6) should be reserved for candidates who express clear conclusions and have shown awareness of different views (either from the sources or own knowledge).*

**Levels Mark Scheme for Question 3**

<b>Level</b>	<b>Marks</b>	
Level 4	7 – 10	<ul style="list-style-type: none"> <li>• Clear analysis of the facts and well informed personal opinion.</li> <li>• Makes full use of relevant supporting material</li> <li>• Selects with precision from pre-released material and introduces and links material from elsewhere</li> <li>• Evidence of some additional research where appropriate</li> <li>• Information is clearly presented and simple for the general reader to understand</li> <li>• Contain clear conclusions drawn from a range of relevant material and based on clear analysis</li> <li>• Spelling, punctuation and grammar is largely accurate.</li> </ul>
Level 3	5 – 6	<ul style="list-style-type: none"> <li>• Some cross-referencing of material – linking ideas in different documents. Answers in this level should draw clear comparisons and not simply give isolated facts.</li> <li>• Clear evidence of reorganisation of material with personal opinion beginning to be expressed</li> <li>• Information is presented clearly and simply with some illustration of points</li> <li>• The answer should contain clear conclusions, though these may be in the simplest form</li> <li>• Spelling, punctuation and grammar is reasonably accurate.</li> </ul>
Level 2	3 – 4	<ul style="list-style-type: none"> <li>• Selects some relevant material</li> <li>• Attempts to use stimulus material and/or own ideas</li> <li>• Examples are frequently undeveloped</li> <li>• Some evidence of reorganisation of the material provided and/or of additional material</li> <li>• Draws relevant simple conclusions</li> <li>• Communication is likely to be unclear and contain a number of errors.</li> </ul>
Level 1	1 – 2	<ul style="list-style-type: none"> <li>• Simple interpretation / selection of source material.</li> <li>• Basic level of organisation of material – probably in the order in which it was presented</li> <li>• No real development of points.</li> <li>• Communication may well be weak with numerous errors in spelling, punctuation and grammar.</li> </ul>
Level 0	0	<ul style="list-style-type: none"> <li>• No valid response or relevance to question.</li> </ul>

**3 Using the sources and your own knowledge, explain why some people might choose to live life in a virtual world such as ‘Second Life’.**

**(10 marks)**

***Refer to Levels Mark Scheme on page 6 when awarding marks***

Examples of indicative content – any other valid points will be credited.

**Level 4 (7 – 10 marks)**

Clear analysis based on sources and research with well-developed conclusions such as:

- it is not easy to predict the kind of world that we will inhabit in the future and merging the real world with an online world could bring many benefits
- it could help people if they were allowed to develop other aspects of their personalities in an online world
- human beings are naturally inquisitive and exploring a virtual world is no different from exploring the real world.

**Level 3 (5 – 6 marks)**

Cross-referencing, developed points and conclusions such as:

- online worlds can be used to support the real world, e.g. the politician giving a speech in Second Life
- some people might not be able to see the line between reality and fantasy and this could be dangerous.

**Level 2 (3 – 4 marks)**

Some development of points such as:

- people like to use their imaginations so playing in virtual worlds can be fun
- you can be anyone you want to be in an online world
- people can make real friends through virtual lives.

**Level 1 (1 – 2 marks)**

Simple undeveloped points such as:

- you can have a better life online than in the real world
- to get away from reality
- to meet new people.

**Level 0 (0 marks)**

No valid response or relevant information.

***NB 9 to 10 marks should be reserved only for candidates who make full use of sources and some evidence of additional research/knowledge.***

**Levels Mark Scheme for Question 4**

<b>Level</b>	<b>Marks</b>	
Level 5	17 – 20	<ul style="list-style-type: none"> <li>• Selects from source material with considerable precision</li> <li>• Discriminates well between important and less important material</li> <li>• Draws conclusions in a clear and logical way</li> <li>• Offers personal judgements supported by detailed evidence drawn from a wide range of areas</li> <li>• Demonstrates significant additional research where appropriate</li> <li>• Analyses and evaluates clearly and concisely</li> <li>• Extends and develops points – always with clear aims</li> <li>• Communication displays a high degree of accuracy.</li> </ul>
Level 4	13 –16	<ul style="list-style-type: none"> <li>• Clear analysis of the facts and well informed personal opinion.</li> <li>• Makes full use of relevant supporting material</li> <li>• Selects with precision from pre-released material and introduces and links material from elsewhere</li> <li>• Evidence of some additional research where appropriate</li> <li>• Information is clearly presented and simple for the general reader to understand</li> <li>• Contain clear conclusions drawn from a range of relevant material and based on clear analysis</li> <li>• Spelling, punctuation and grammar is largely accurate.</li> </ul>
Level 3	9 –12	<ul style="list-style-type: none"> <li>• Some cross-referencing of material – linking ideas in different documents. Answers in this band should draw clear comparisons and not simply give isolated facts.</li> <li>• Clear evidence of reorganisation of material with personal opinion beginning to be expressed</li> <li>• Information is presented clearly and simply with some illustration of points</li> <li>• The answer should contain clear conclusions, though these may be in the simplest form</li> <li>• Spelling, punctuation and grammar is reasonably accurate.</li> </ul>
Level 2	5 – 8	<ul style="list-style-type: none"> <li>• Selects some relevant material</li> <li>• Attempts to use stimulus material and/or own ideas</li> <li>• Examples are frequently undeveloped</li> <li>• Some evidence of reorganisation of the material provided and/or of additional material</li> <li>• Draws relevant simple conclusions</li> <li>• Communication is likely to be unclear and contain a number of errors.</li> </ul>
Level 1	1 – 4	<ul style="list-style-type: none"> <li>• Simple interpretation / selection of source material.</li> <li>• Basic level of organisation of material – probably in the order in which it was presented</li> <li>• No real development of points.</li> <li>• Communication may well be weak with numerous errors in spelling, punctuation and grammar.</li> </ul>
Level 0	0	<ul style="list-style-type: none"> <li>• No valid response or relevance to question.</li> </ul>



**4** In answer to this question you should refer to all the Sources (1 to 5) as well as using your own knowledge.

**Online networking and virtual worlds are becoming increasingly common. What effects do you think these could have on the real world and the people in it?**

**You might consider:**

- **social networking**
- **online games**
- **virtual shopping streets.**

**Explain your reasons.**

**20 marks**

***Refer to Levels Mark Scheme on page 8 when awarding marks***

Examples of indicative content – any other valid points will be credited.

**Level 5 (17 – 20 marks)**

Clear and concise analysis and significant additional research such as:

- There is no simple answer to this problem but I think that ...
- We should have a balance between reality and fantasy ...
- In addition to the Sources I have found evidence that ...

Answers in this range should be well-constructed, clearly organised and well-reasoned. Points should be supported and high-level thinking displayed.

**Level 4 (13 – 16 marks)**

Clear analysis based on sources and research with well developed conclusions such as:

- human beings have certain fundamental needs and these cannot all be met by living in an online world
- the line between reality and fantasy must not become too blurred because vulnerable people could be exploited
- these virtual worlds are all owned by someone so they are just businesses really and care more about profit than about people's lives, real or otherwise
- opportunities for education and knowledge sharing could be increased through online societies.

**Level 3 (9 – 12 marks)**

Cross-referencing, developed points and conclusions such as:

- virtual reality is good because it allows you to escape from your own life
- but virtual reality can be bad if it begins to take over your life
- real human interaction will suffer if people only "talk" through typing into a computer
- this is a science fiction nightmare come true with the machines providing people with more and more of their lives.

**Level 2 (5 – 8 marks)**

Some development of points such as:

- can put a strain on people's relationships because too much time spent playing online games
- people will become even less fit if they can visit an online shopping street
- criminals will end up stealing your details online
- chance to interact with people from all over the world – no physical boundaries.

**Level 1 (1 – 4 marks)**

Simple undeveloped points such as:

- relationship difficulties
- let you shop without having to go out
- too much crime
- more fun than real life.

**Level 0 (0 marks)**

No valid response or relevant information.

*NB 19 –20 marks should be reserved only for candidates who analyse/evaluate the evidence and display significant additional research with some personal judgement.*

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