



**General Certificate of Secondary Education  
June 2011**

**General Studies**

**47602**

**(Specification 4760)**

**Unit 2: Objective test questions and written  
exam**

**Final**

***Mark Scheme***

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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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

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## GCSE General Studies

### UNIT 2 – SECTION A

*This component is an objective test for which the following list indicates the correct answers used in marking the candidates' responses.*

A1	A	A16	D
A2	D	A17	A
A3	A	A18	D
A4	C	A19	B
A5	C	A20	C
A6	D	A21	B
A7	D	A22	C
A8	B	A23	C
A9	C	A24	B
A10	D	A25	B
A11	B	A26	C
A12	B	A27	C
A13	C	A28	D
A14	A	A29	B
A15	C	A30	C

**Distribution of Assessment Objective mark scores across  
Unit 2 Section A**

Question	AO1	AO2	AO3	AO4	Total
1 – 30	3	14	8	5	30

## 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 2 Section B

Question	AO1	AO2	AO3	AO4	Total
1(a) – (b)	–	2	–	–	2
2(a) – (b)	2	–	3	–	5
3(a) – (b)	1	1	3	3	8
4	2	1	3	4	10
<b>Total</b>	<b>5</b>	<b>4</b>	<b>9</b>	<b>7</b>	<b>25</b>

#### Distribution of Assessment Objective marks across Unit 2 Section C

Question	AO1	AO2	AO3	AO4	Total
5 (a) or 6 (a)	1	1	1	1	4
5 (b) or 6 (b)	2	1	2	3	8
5 (c) or 6 (c)	5	2	4	7	18
<b>Total</b>	<b>8</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>30</b>



**3 (a) Developments since 1948**

- introduction of vaccination system (polio, diphtheria)
- first British heart transplant surgery
- introduction of breast screening programme
- establishment of the NHS Donor Card register
- launch of NHS Direct offering public advice over the telephone
- introduction of NHS Walk-in Centres for treatment without an appointment
- introduction of Patient Choice system.

(Full full four marks **either**:

- four identified points from the source
- two well-developed points)

**4**

**3 (b) Difficulties faced by Accident and Emergency Staff**

- offenders brought in by police for treatment continuing to cause problems
- individuals seeking urgent attention and taking up valuable time for minor injuries or minor issues
- drunken individuals collapsing, fighting or complaining to staff
- being overworked by the numbers of demanding cases during this busy period
- disruption caused to other areas of care within the hospital – (emergency treatment within other care areas etc)
- having to use expensive treatments for ‘accidents’ resulting from the misuse of alcohol.

(Two explained points required)

**4 (8 marks)**

#### 4 Levels Mark Scheme

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 own evidence. Communication of ideas and evaluation are reasonably good. Spelling, grammar and punctuation are reasonably accurate.
Level 1	1 – 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 may impede understanding.
	0	No valid response or relevance to question.

Points that may be raised

#### **For....**

- academically he is very well qualified
- he has a caring personality which will suit the job (brother's cerebral palsy – Tanzanian exchange link)
- his medical condition of asthma has possibly allowed him an insight into aspects of medicine
- his school report would be excellent/supportive
- he is a physically fit person – useful for such a demanding job
- he would be qualified to enter all routes for nurse training including Degree Entry
- a grant aided course at University is available – unlike other courses
- it is a rewarding career with promotional prospects available
- overseas employment a possibility
- his part-time job emphasises his reliability etc.

#### **However, ....**

- employment prospects decreasing due to NHS financial cutbacks etc.
- often viewed as an 'underpaid' area of employment
- does this level of job meet his qualification prospects in full – should he be examining alternative NHS professions, e.g. Pharmacist, Physiotherapist, Doctor etc.
- cost of degree study despite additional support will/may still leave Carlton with a student debt/loan to repay
- may encounter degree of stereotyping as a male nurse within certain clinical areas
- danger of job re. infections etc.
- not be affected by adverse publicity e.g. Item C.

**Possible action points?**

- research via Careers Library/Internet/NHS staff
- discuss ideas with parents
- visit University Open Days
- request related work experience
- take care in balancing his studies with his extra-curricular activities.

Any other reasonable suggestion should be considered and appropriately awarded.

**(10 marks)**



**SECTION C**

**5 (a) Four from the following:**

- Christianity
- Buddhism
- Sikhism
- Hinduism
- Judaism
- Islam

(Four identified)

**(4 marks)**

**5 (b) Levels Mark Scheme**

Level 3	6 – 8	A well-argued answer with a good attempt to use the stimulus picture or own knowledge. Communicates ideas clearly and accurately and shows good evaluation. Spelling, grammar and punctuation are almost faultless.
Level 2	3 – 5	A developed answer with some attempt to use the stimulus picture or own knowledge. Communication reasonable and some understanding evident. Spelling, grammar and punctuation are reasonably accurate.
Level 1	1 – 2	A basic answer with little evidence of use of the stimulus picture or own knowledge. Lacks understanding and relevant knowledge. Communication weak and understanding poor. Spelling, grammar and punctuation may impede understanding.
	0	No valid response or relevance to question.

**Four difficulties about uniform**

- contravention of Human Rights Act possible, re individuals right to wear items
- where should the 'rules' stop – what is permissible? – what not? – who decides?
- power of external pressure groups may seek to mount a legal challenge
- no central government advice/guidelines
- goes against religious/cultural tolerances taught within Religious Studies curriculum
- governors may have decided on a uniform policy that is clear and concise for all – with additionalities of any description prohibited
- all governing bodies are different and have a degree of autonomy – thus creating a confusing situation throughout the country
- why should Christian jewellery be banned in a Christian country? – but in turn why should others be banned in a multi-cultural society.

Any other valid points

(Four points explained)

**(8 marks)**

**5 (c) Levels Mark Scheme**

*N.B. Candidates responding to only one part of Question C5(c) should not be awarded a mark higher than 11 (Level 3).*

*i.e. the question asks for arguments for **and** against.*

Level 5	16 – 18	An excellent answer providing a well-argued discussion. Uses the stimulus or own ideas effectively to show understanding and/or relevant knowledge. Communicates ideas very 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 developed answer with a good attempt to use the stimulus 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	8 – 11	A reasonable answer with some attempt to use the stimulus and/or own ideas, but with a shortfall in demonstrating understanding and relevant knowledge. Communication is average but 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	1 – 3	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.
	0	No valid response or relevance to question.

### **Advantages of teaching religious education in schools**

- can aid community cohesion within a multi-cultural society by developing an understanding of other peoples' belief systems
- religion is a natural phenomenon alongside other area of study and is evolving as man is evolving
- distribution mechanism for moral and ethical values on behalf of society – increasingly important within our modern era, with family support on the decline
- coverage of current issues, which may not form part of other curriculum areas eg assisted suicide, abortion etc. – link with government initiative of PSHE
- challenges students to reflect and justify decisions and actions of both themselves and society in general
- curriculum end product available either half or full GCSE
- may be viewed as a curriculum area in its own right by students with a progression route into higher education/employment/vocational calling
- may encourage students to examine their own belief system in more depth.

### **Disadvantages of teaching religious education in schools**

- may promulgate mainly one faith to the detriment of others
- often taught/studied in more depth within faith schools which many believe creates division within society
- may be viewed as a form of indoctrination
- seen by some students as an invasion of their personal choice – with time being used which may be better utilised on more 'important' curriculum areas
- lack of specialist teaching staff
- viewed by some as a 'Cinderella' subject within today's secular society – questionable worth re. future employment.

Any other valid points

**(18 marks)**

### **6 (a) Two reasons**

- poor local public transport therefore car necessity
- remains a status symbol, whether for the teenager or the business person
- individual means of transportation/independence
- second hand car prices have decreased making purchases more affordable
- new car prices have decreased – now more affordable
- range of cars available to suit varied consumer demand
- continued increase in media advertising highlighting the positive attributes of car purchase
- increased necessity for work – especially if individual is self-employed.

Any other valid points

(– two reasons explained for 4 marks  
– if no explanation, max 2 marks)

**(4 marks)**

**6 (b) Levels Mark Scheme**

Level 3	6 – 8	A well-argued answer with a good attempt to use the stimulus picture or own knowledge. Communicates ideas clearly and accurately and shows good evaluation. Spelling, grammar and punctuation are almost faultless.
Level 2	3 – 5	A developed answer with some attempt to use the stimulus picture or own knowledge. Communication reasonable and some understanding evident. Spelling, grammar and punctuation are reasonably accurate.
Level 1	1 – 2	A basic answer with little evidence of use of the stimulus picture or own knowledge. Lacks understanding and relevant knowledge. Communication weak and understanding poor. Spelling, grammar and punctuation may impede understanding.
	0	No valid response or relevance to question.

**Four measures to reduce environmental impact of cars**

- increase taxation on higher capacity cars
- decrease taxation on low capacity cars
- pressure car manufacturers to produce more eco-friendly cars, lower emissions etc.
- introduce a government scheme to purchase and dispose/recycle cars that are no longer roadworthy
- extend congestion charges within urban areas enticing people to use more public transport
- continue developing an integrated transport system
- examine ways of improving all aspects of the public transport system
- continue development of bus lanes, multi-car user lanes
- work alongside industry to develop new forms of 'fuel' that are more environmentally friendly
- introduce legislation to reduce the number of cars owned 'per household'
- increase taxation on petrol/diesel thus making car use much more expensive
- reduce motorway construction projects aimed at extending provision.

Any other valid points

(Four measures explained)

**(8 marks)**

**6 (c) Levels Mark Scheme**

*N.B. Candidates responding to only one part of Question 6(c) should not be awarded a mark higher than 11 (Level 3).*

*i.e. the question asks for **both** advantages **and** disadvantages.*

Level 5	16 – 18	An excellent answer providing a well-argued discussion. Uses the stimulus or own ideas effectively to show understanding and/or relevant knowledge. Communicates ideas very 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 developed answer with a good attempt to use the stimulus 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	8 – 11	A reasonable answer with some attempt to use the stimulus and/or own ideas, but with a shortfall in demonstrating understanding and relevant knowledge. Communication is average but 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	1 – 3	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.
Level 0	0	No valid response or relevance to question

### **Advantages of transferring to public transport**

- cost reduction: fuel, insurance, wear and tear, parking fees etc.
- overall safety compared with accident figures for cars
- stress reduction: individual not 'driving' – can relax, read, sleep or work
- time saving: reduction in time spent in congestion; possible more direct route used
- internal mobility: individual may be able to move around with the transport used; more seats, purchase an item, have a meal etc.
- convenience for long distance travel: passenger(s) should arrive 'relatively fresh' from a long journey due to relaxed nature of transport
- comfort: choice exists as to what level of comfort the passenger chooses to utilise
- travel entertainment: passenger may wish to utilise own entertainment media or purchase 'on board' systems, which will allow concentration on enjoyment rather than driving
- social intention: passengers may meet other people during their journey that prove a positive experience.

Any other valid points

### **Disadvantages of transferring to public transport**

- addition cost: car already purchased: insurance etc. cost reduction questionable
- loss of individual environment: own choice of music, own company, choice of company
- convenience: choice of route, stopping points, time taken
- reliability: own car, possibly less chance of breakdown or hold up as the driver may choose alternative routes depending upon current information
- luggage/shopping/item transportation: use of additional space within the car to transport chosen items as desired
- cleanliness/hygiene: self-controlled environment in terms of cleanliness as opposed to contact with other passengers who may be 'ill'
- waiting time to fit in with public transport timetable
- collection/transfer points: how does the person reach these from home? – TAXI?
- cancellation possibilities: industrial action, breakdown of system, weather problems, external connection issues
- non-integration of system: different companies own different section of the public transport system and transfer can be problematic
- booking/purchasing of tickets/reservations etc. not required lessening cost and inconvenience issues
- crime/terrorist threats etc: main transfer points may be the focus points of criminals or terrorists.

Any other valid points

**(18 marks)**

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