



**General Certificate of Secondary Education
June 2011**

General Studies 47602

(Specification 4760)

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

Report on the Examination

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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

UNIT 2

SECTION A (Objective Test Questions)

Direct comparison with previous sessions is not possible as this new paper contains 30 questions rather than the previous 20 and has no differentiation by tiering.

Nevertheless, there are comparisons which indicate that results year on year are very close. The overall facility for the test this year was 60%, which was broadly similar to the previous paper taking both tiers into account. As in the past examination the test not only discriminated well, but held again an almost identical mean point biserial (0.39) to that of the last 4 years – a pleasing achievement reinforcing standards over time despite a change of paper. The mean was 18.0 and the standard deviation was 5.5.

Most individual questions discriminated well, though Question 19 about the glass ceiling was an exception. This was probably because many candidates saw option A (a correct answer as part of this multiple completion question) as a satisfactory choice but failed to look closely enough further down the list of options. A number of questions proved to be easy, particularly question 3 on computers and question 14 on proportions of biscuits, though each of the easier questions had a satisfactory discrimination.

There was a small improvement of 1% between pre-test and the performance in the actual examination. Historically there used to be a larger improvement for Tier H and a decrease for Tier F so this would seem to be broadly in line with expectations.

As has been the case before, the male performance was better than the female – by 4%. In almost all cases the discrimination figures for each gender were very close.

The paper performed well and the overall results were very satisfactory.

SECTION B (Written)

General Comments

Candidates generally appeared well prepared for this paper with very few rubric infringements noted. Time management appeared very good with students utilising the printed mark indicators appropriately. Use of source material by candidates was encouraging. Responses to Question B4 were generally good, with answers similar to those within Section C, being well organised and detailed. Use of English, legibility and presentation were generally good, alongside some excellent examples of extended prose. A large number of well constructed detailed essays were presented.

Question B1 responses were encouraging with the majority of students identifying the required answer. A minority of students quoted at length indicating a degree of confusion.

Question B2 was generally competently answered with students offering clear explanations. Within Question 2(a), reliance upon charity or lack of care, possibly leading to death were identified as the result of not being able to afford health care prior to the formation of the NHS. The majority of candidates in answering Question 2(b), were able to identify three public benefits as a result of the formation of the NHS, with understanding clearly evident.

Question B3 responses varied. Question 3(a) was answered well, however, some confusion existed understandably regarding what developments were to be regarded as medical per se rather than structural or administrative. Some candidates chose to select two developments and extend their answers significantly; others chose to select four developments with more concise development. Both approaches were rewarded accordingly. The introduction of vaccinations, heart transplant surgery, the breast screening programme and the launch of NHS walk-in centres were the developments most often chosen. Responses to Question 3(b) did however vary significantly. Those scoring fewer marks simply attempted to quote straight from the text with no understanding evident, often focusing on alcohol related issues. However, many students produced extensive responses emphasising the effects felt by the staff and the consequential issues both to the hospital and the NHS in general. Some excellent responses were noted

Question B4 was generally well answered with majority of candidates identifying well with source material presented. All students attempted to respond to the question with a mixture of both source material and own knowledge. Lower level answer selected one or two relevant points regarding Carlton's possible decision to become a nurse and indicated that they supported his choice despite the difficulties that he may face within an A and E department! Higher order responses offered a range of related points both supporting and arguing against his choice. Carlton's school report, his academic abilities, alongside perceived experience of his brothers illness and his work within the local pharmacy, proving key favourable focal points, however poor pay and coping pressures were noted as negatives. The best responses moved beyond the source and questioned whether the guidance given should seek to raise his aspirations and apply to university to become a doctor in line with his high academic abilities, or indeed examine continuing his experience and become a pharmacist, or even combine his sporting prowess and become a physiotherapist. Some candidates did question whether his gender may prove an issue within the promotion structure of NHS nursing. A minority argued against entering the NHS at all and extended the debate into a possible career within rugby, especially at international level. The majority of answers were quite lengthy. Some excellent responses were noted.

SECTION C (Written)

Question 5 was generally well answered. The majority of candidates were able to identify four of the main world religions within Question 5(a), however some confusion did exist with respect to different strands of Christianity and the identification of Muslim rather than Islam as the appropriate religion. The majority of candidates responded well to the demands of Question 5(b), which required them to discuss the difficulties faced by schools in attempting to legislate for the wearing of clothes or jewellery which had a religious significance. Many appeared to understand the difficulties faced by students, their families and the school governors in attempting to reach a balanced compromise. Reference and exemplification was made within higher order responses to the requirements of varying religious groups, alongside the possible effects within the institutions, especially bullying and victimisation. Lower order responses tended to concentrate on the issue of Christian jewellery being discouraged within a Christian society. A significant number of excellent responses were noted. Responses to Question 5(c) were most encouraging with the majority of candidates producing a balanced debate regarding the compulsory teaching of Religious Education within schools. Higher order candidates cited a range of reasons to supporting the role of Religious Education within the curriculum; the development of moral and ethical values the promotion of inter-faith understanding, the consequential aiding of community cohesion and the ability to discuss a wide range of issues existing within society. However, negatively, it could be seen as a form of indoctrination, especially within designated faith schools, with resulting social divisions possibly occurring. Personal experience was often referred to; both in terms of excellent lessons delivered by highly trained teachers, or to boring time spent in an insignificant subject taught by poorly trained teachers, often reflecting the shortage of qualified subject staff. Lower order responses were very narrow in their approach and too often expressed a very biased negative view. Some exceptional answers were noted, with extensive debate leading to an informed conclusion.

Question 6 was the more popular choice within Section C, with responses varying significantly in quality. Within Question 6(a) most candidates were able to explain why car ownership within the UK is increasing; a necessity within some areas poorly served by public transport, the affordability of both second hand and new cars, the effects of advertising and the creation of the car as a status symbol. Unfortunately limited credit was awarded to candidates who saw the increase purely as a response to the perceived inadequacies of public transport. Question 6(b) elicited two contrasting styles of response. Higher order candidates clearly explained measures that could be carried out by the government to lessen the environmental impact of car ownership; increased pricing strategies with respect to road tax or fuel duty, the extension of the scrappage scheme for older cars, proliferation of congestion charges within the major cities and increased subsidies to new eco-friendly cars. However, lower order responses often cited measures that may attract people to use public transport; increased comfort, lower prices, increased provision etc, which are essentially the responsibility of the relevant operator rather than the government. Responses to Question 6(c) were generally very encouraging, with the majority of candidates providing a balanced discussion regarding the advantages and disadvantages of using public transport rather than ones own car. Higher order responses offered a wide range of balanced points regarding costs, comfort, timings, convenience, social interaction safety and environmental comparisons. Conclusions varied considerably, but were often well articulated. Lower order responses were often quite balanced but with a more limited range presented. Some excellent, perceptive responses were noted.

Overall candidates performed well with the majority producing well written and reasonably articulate responses. Essay planning was evident within the higher order candidates. Preparation by centres for the examination was evident.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results statistics](#) page of the AQA Website.

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