



**General Certificate of Secondary Education
June 2012**

General Studies

47601

(Specification 4760)

Unit 1: Case Study

Final

Mark Scheme

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.

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

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
Total	10	10	10	10	40

Unit 1 Case Study

- 1 Using Source 2, identify and explain two points that the 2010 Labour Government wanted to be included in a new Bill of Rights and Responsibilities. **(4 marks)**

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

Level 2 (3 – 4 marks)

Some development of points such as:

- allowing people to achieve the best for themselves
- improve protection of rights through a new Bill of Rights and Responsibilities
- protecting minority rights
- the relationship between freedom and responsibility
- the need for social justice
- healthcare should be available to everyone.

Level 1 (1 – 2 marks)

Simple undeveloped points (identification only) such as:

- get the fairest balance
- it's important that people have freedom to do things
- protecting human rights
- defence and fair trial
- witness protection
- equal opportunities.

(0) No relevance to question.

(–) No response ('not attempted').

2 **Source 4 reveals some concerns about people not taking responsibility but still expecting to have certain rights.**

Using information from Source 1 and Source 2, explain to what extent you think such concerns in Source 4 are justified. (6 marks)

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

Level 3 (5 – 6 marks)

Cross-referencing, developed points and conclusions such as:

- there are certain civic duties that come with rights (Source 1)
- people might think they are entitled to certain services but government has to make final decisions about how much money is given to these different services (Source 2)
- the line between personal responsibility and the responsibility of the state is a very difficult one to draw – with an example (Source 4).

Level 2 (3 – 4 marks)

Some development of points such as:

- being able to make a complaint but needing someone to investigate (Source 2)
- fairness of rights such as best use of NHS resources – decisions must be made about services that can be offered (Source 2)
- Common Law gives rights based on court actions and so includes some responsibility (Source 1)
- rights can be limited or withdrawn (Source 4).

Level 1 (1 – 2 marks)

Simple undeveloped points such as:

- rights and responsibilities from the British Constitution (Source 1)
- any one of the bulleted rights listed (Source 2)
- there is no such thing as society (Source 4).

(0) No relevance to question.

(–) No response ('not attempted').

NB. *A candidate who does not use Sources 1, 2 and 4 should usually be awarded the lower of the 2 marks in the appropriate mark band.*

Levels Mark Scheme for Question 3

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

3 Using the sources and your own knowledge, explain why some people might want the rights of others to be restricted. (10 marks)

Refer to Levels Mark Scheme on page 6 when awarding marks

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

Level 4 (7 – 10 marks)

Clear analysis of sources with well-developed conclusions such as:

- if we live in a complex society then we have to accept that there will always be members who do not discharge their responsibilities properly
- removing privileges is a fair way to treat people who have a negative effect on the lives of others
- one person's rights can seem to infringe on another person's desire to live life in a certain way
- the state can only impose so much – people have to take a degree of personal responsibility.
- there is only a limited set of resources so some people might have to be prevented from taking more than their fair share.

Level 3 (5 – 6 marks)

Cross-referencing, developed points and conclusions such as:

- we should all have certain rights but need to recognise that not all people will live up to the responsibilities that go with these
- without rights to freedom of expression people could end up living in a dictatorship
- abiding by the law because the law is there to protect everyone
- carrying out civic duties such as voting and jury service
- national interest can supersede personal interest.

Level 2 (3 – 4 marks)

Some development of points such as:

- people like freedom so some rights will always be taken for granted
- it is not the business of the state to control behaviour
- non-smokers shouldn't have to pay for smokers etc
- fitting in with the majority – racism, xenophobia, religion etc
- freedom of speech can mean some people are upset by what is said.

Level 1 (1 – 2 marks)

Simple undeveloped points such as:

- criminals should be locked up
- you lose your rights if you don't behave
- why should good people pay for bad?
- negative reasons such as racism, xenophobia, religion etc
- loyalty – not allowed to plot against the state.

(0) No relevance to question.

(–) No response ('not attempted').

Levels Mark Scheme for Question 4

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

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

In a fair society people accept that when they have rights they also have responsibilities.

Discuss the arguments for and against wearing whatever you choose in public places in the UK.

You might consider:

- the basic right to choose how you dress
- personal responsibilities towards others
- why others may want to restrict your rights.

Explain your reasons.

(20 marks)

Refer to Levels Mark Scheme on page 9 when awarding marks

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

Level 5 (17 – 20 marks)

Clear and concise analysis and additional research such as:

- there is no simple answer to this problem but I think that ...
- we should have a balance between rights and responsibilities ...
- in addition to the Sources I have found evidence that ...
- the balance between pleasing oneself and offending others is hard to define, however ...
- examples drawn from recent events: banning the burka in France 2011 or refs to Prince Harry dressing up in a Nazi costume for a fancy dress party etc.

NB. *To reach Level 5 there is likely to be a high level of discussion about the nature of society and the fact that some people might not accept their own responsibilities but still ought to have certain rights.*

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

It is expected that answers will draw on the sources but that this may be done in a way that synthesises information without necessarily naming the sources directly.

Level 4 (13 – 16 marks)

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

- fundamental human rights belong to everyone – including those who do not take full responsibility for their own actions (Source 2, Source 3)
- the best interests of the majority vs the individual (Source 1, Source 4)
- religious and cultural freedom are important but have to be balanced against the wishes of society as a whole (Source 3, Source 4)
- thinking about the impact on others is a social responsibility (Source 2, Source 3)
- recognising cultural barriers is important (Source 2, Source 3).

Level 3 (9 – 12 marks)

Cross-referencing, developed points and conclusions such as:

- fundamental human rights belong to every individual – including appearance (Source 3)
- responsibility should be encouraged but it is hard to insist upon (Source 4)
- does the wearer of the certain clothing have a responsibility NOT to wear it in certain situations? (Source 3, Source 4)
- removing rights is a clear way to remind people that rights come at a price (Source 2, Source 4)
- cultural issues can be important and everyone's feelings need to be considered (Source 3).

Level 2 (5 – 8 marks)

Some development of points such as:

- traditions are important and people have the right to uphold them (Source 2)
- majority view in a democracy (Source 1, Source 2)
- rights and responsibilities might be linked but very difficult to insist on the link at all times (Source 3, Source 4)
- some people might be offended (Source 3)
- you have to draw the line somewhere (Source 2, Source 3).

Level 1 (1 – 4 marks)

Simple undeveloped points such as:

- listing rights from sources eg. human rights (Source 1)
- personal choice (Source 2)
- religious freedom (Source 2, Source 3)
- expressing personality (Source 3)
- showing you belong to a group (Source 3).

(0) No relevance to question.

(–) No response ('not attempted').

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