



**General Certificate of Secondary Education
June 2012**

General Studies

47602

(Specification 4760)

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

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.

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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 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
Total	5	4	9	7	25

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
Total	8	4	7	11	30

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

Distribution of Assessment Objective mark scores across Unit 2 Section A

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

3 (a) Outline four global problems that may occur as a result of the continued growth of CO₂ emissions. (Item C)

- **CO₂ concentration** in the atmosphere is likely to reach twice pre-industrial levels by 2050
- **global temperatures** could rise by as much as 7°C by the end of the century causing significant problems to the whole environmental system
- many of the world's **ecosystems** could be damaged, coral reefs, rainforests etc destroying the balance between mankind and nature
- many species could face **extinction** as they are unable to adapt to the changes eg a fifth of all lizards will perish
- **human food supplies** may become problematic as crop failures occur on a global basis eg global wheat production
- **water supplies** could be threatened within certain countries where rainfall patterns change significantly.

Partial credit should be awarded for identification of global problems. Full marks however should be awarded to students who amplify the points.

4

3 (b) Describe four energy sources which produce low CO₂ emissions.

- new nuclear power stations could be built to provide extra electricity
- wind farms may be constructed either on land or in the sea
- solar panels may be fitted to buildings to produce electricity
- hydro-electric dams may be built across rivers or estuaries
- wave energy may be harnessed to produce electricity.

Any other valid points should be credited.

Partial credit should be awarded for identification of global problems. Full marks however should be awarded to students who develop the points.

4

(8 marks)

4 Explain what actions a UK family could take within the home to save energy and to reduce the amount of CO₂ emissions that they produce.

Levels Mark Scheme – Question 4

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 relevance to question.
	(–)	No response ('not attempted').

Actions '**within the home**' that might be included:

- have cavity wall insulation installed, saving up to 35%
- lag the loft area of the house, saving up to 25%
- fit double glazed windows and doors, saving up to 10%
- fit draft excluders where appropriate
- use appropriate flooring material, saving up to 15%
- turn central heating down one or two degrees
- shorten the time central heating is switched on
- have individual radiator thermostats fitted
- purchase fuel efficient electrical goods and use them as directed
- wear warmer clothing during colder periods, thus reducing the amount of domestic heating required
- fit solar panels, domestic wind turbine etc to self-generate domestic power on a renewable basis
- complete an energy audit to verify where savings are possible
- use energy saving light bulbs where possible
- insulate the domestic water tank
- seek advice on the efficiency of the domestic hot water boiler system
- use an electric monitoring device to regulate usage
- switch energy provider to one who produces 'green' electricity
- recycling household products.

Any other reasonable suggestions should be considered and appropriately awarded.

NB External (transport) issues should **not** be credited.

(10 marks)

SECTION C

5 (a) Identify four reasons why Physical Education should be taught to all children in UK secondary schools.

Reasons that might be included:

- additional health benefits to individuals, eg help counteract growing levels of obesity
- reduction in stress
- alternative area of the school curriculum which allows students to move away from the rigours of examination-orientated schoolwork
- skill development within chosen area of sport
- development of both individuality in some sports and team working within others
- opportunity for all students to succeed in their chosen area
- introduction to future hobby, spare time activities
- opportunity for students to have fun within the school environment
- wide range of sports now introduced, encouraging future sporting participation
- opportunity for increased levels of self-confidence via sporting achievement
- endorses the idea that sport is for all; not just those with high levels of skill
- reinforcement for future district, regional and national levels of participation in wide areas of sports.

Any other valid points should be credited.

(Four reasons identified)

(4 marks)

- 5 (b) ‘According to statistics, the number of children not participating in sports is continually rising across the EU. Computers and video games are considered as the principal reason why young people in particular drop sports completely.’

Explain what could be done by the Government in the UK to encourage more young people to participate in sporting activities.

Levels Mark Scheme – Question 5(b)

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 relevance to question.
	(–)	No response (‘not attempted’).

Points that might be included:

- continued emphasis on development of sport within the school curriculum
- increased funding for The Sports Council to extend their work with school children, coaching etc
- provide more school sports facilities, eg playing fields, swimming pools etc
- initiate a media campaign aimed at children to highlight the benefits of sporting activities
- encourage use of national or local role models to inspire students
- liaise with industry to co-sponsor after school sporting competitions
- liaise with local sports clubs/organisations to promote membership and participation
- work with key organisations to provide entry to key national or regional sporting events
- support minority interest sports
- encourage and reward inter-school sporting competition
- continue development of centres of sporting excellence
- continue development of specialist sports schools
- encourage television coverage of key school age sporting events, Youth Olympics, etc
- continue curriculum developments within primary schools.

Any other valid points should be credited.

Four fully extended points for full marks.

(8 marks)

- 5 (c) **Britain’s ‘golden decade of sport’ has begun. It started in 2010 with the Golf Ryder Cup in Wales. In 2012, the Olympic Games will be held in London. In 2014, Scotland will host the Commonwealth Games in Glasgow and the Golf Ryder Cup at Gleneagles. The Rugby World Cup follows in 2015 with the Cricket World Cup in 2019.**

Discuss the advantages and disadvantages to Britain of hosting such important global sporting events.

In your answer you may wish to consider: facilities, tourism and security, as well as ideas of your own.

Levels Mark Scheme – Question 5(c)

NB Candidates responding to only one part of Question 5(c) should not be awarded a mark higher than 11 (Level 3).

*ie the question asks for 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.
	(0)	No relevance to question.
	(–)	No response (‘not attempted’).

Advantages that might be included:

- increased participation in sport throughout Britain
- possible health improvements in terms of fitness levels, etc
- increase in employment prospects
- increasing number of visiting sports tourists to the UK
- generation of income both for Government and the Private Sector
- global media coverage focusing on the UK showing the country in a very positive light
- national pride displayed, especially if national successes occur
- feel good factor may be developed which can have a knock-on effect elsewhere
- availability of sporting greats to be witnessed live by the public
- facilities built may be available for significant use later, improved infrastructure
- cultural mixing may prove beneficial.

Disadvantages that might be included:

- economic costs may be problematic in terms of new build, adaption of facilities etc especially given the present economic situation
- transport issues will need to be resolved to cope with the influx of visitors during major events
- possible tax increases may be required to fund some key events
- increased pollution levels
- possible increase in crime levels
- possibility of terrorist activities occurring
- employment may often be only temporary and poorly paid
- new stadia or related building work may cause displacement of people from the locality
- a significant amount of the public may have little or no interest in the events and resent the extensive media coverage
- UK success may be limited and the public may feel that the money has been wasted and could have been spent more wisely elsewhere.

Any other valid points should be credited.

(18 marks)

6 (a) Identify four factors that might make people choose not to go to the cinema.

Four factors that might be included:

- location of the cinema may cause travel issues
- cost of entry may prove too expensive
- the films presented may not appeal to them
- people may decide to wait to see the film when it is available on DVD or television
- they may have hired the appropriate DVD to watch at home
- an illegal copy of the film may be available for them to watch at home
- they may be uncomfortable watching within a crowded area
- age classification guidelines may prohibit certain age groups from being allowed to see certain films
- going to the cinema may never have appealed to them as an activity
- parents may decide that the film showing is inappropriate for their children and prohibit them from going
- distraction caused by others attending the cinema, talking, eating noises, use of mobile phones etc.

Any other valid points should be credited.

(four reasons identified)

(4 marks)

- 6 (b) 'UK cinema attendance began a steady decline in the 1970s. However, recent figures show a marked increase from 84 million in 1988 to 164 million in 2008.'

Explain the reasons behind such a significant increase in UK cinema attendance figures.

Levels Mark Scheme – Question 6(b)

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 relevance to question.
	(–)	No response ('not attempted').

Points that might be included:

- opening of new types of cinemas, multiplex style....increased comfort, range of films etc
- culture change to “night out” at the cinema utilising extra facilities either within complex or directly adjacent
- reasonable pricing structures, including special offers, cinema membership etc
- internet, telephone booking available
- increased advertising to attract audience to the initial film launch
- new films available on a national basis very quickly
- blockbuster film effect
- cult following for sequels or for particular artists
- increased family appeal of film types
- continued development of special effects both audio and visual, eg 3D
- possible decline of home cinema viewing, due to loss of special effects
- increased media coverage, television, magazines, newspapers etc, enhancing public interest
- locations of cinema development planned to maximise attendance
- production of films linked to already successful books, television series etc
- increased disposable income
- global nature of distribution
- effect of pressure groups such as the BFI, Film Education and the National Schools Film Week
- the star system and awards eg BAFTA/Oscars etc
- increased car parking available.

Any other valid points should be credited.

(8 marks)

- 6 (c) 'It is estimated that two-thirds of people aged 15–25 attend the cinema these days, while fewer than one in ten attend the theatre, ballet, opera or contemporary dance performances.'

Explain why so few people in this age group attend these 'live' performances and suggest what could be done to increase their interest and attendance.

In your answer you may wish to consider: cost, expectations and education, as well as ideas of your own.

Levels Mark Scheme – Question 6(c)

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

ie the question asks 'why so few people...' and 'suggest what could be done...'

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.
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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 relevance to question.
	(–)	No response ('not attempted').

Points that might be included:

Why so few?

- minority appeal of possibly more higher culture activities, perceived as the domain of the richer, upper class adults in society
- possibly performances viewed as old fashioned lacking the dynamism of the cinema and its technological effects
- performance themes may not relate to a younger audience
- continued growth of the cinema and home entertainment systems
- may prove too expensive for this target audience
- location of venue may be a drawback, because extensive time and travel costs may be required to reach the venue
- limited appeal of the stars of stage to this age range, possible exception being for musical performances
- limited cultural/artistic education within schools, thus failing to raise student expectation sufficiently
- lack of performers' celebrity status.

What could be done?

- price reductions could be introduced, specifically to target this area of the market
- matinee performances could be produced at times to suit
- pre-first night productions could be staged specifically for younger audiences
- youth theatre workshops could encourage participation and future interest in public performances
- production themes could be updated to match expectation of younger audiences
- increased emphasis on The Arts within school curriculum
- continued development of extra-curricular activities linking schools with the performing arts eg Rock Challenge
- increase in theatre group production/master classes within schools
- increase partnership between schools and relevant university departments to develop both interest and skills
- extended media attention focusing on youth related issues within the performing arts
- productions could extend their use of special effects/music used or stars appearing.

Any other valid points should be credited.

(18 marks)

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