



**General Certificate of Secondary Education
June 2012**

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	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

GCSE General Studies

UNIT 2

SECTION A (Objective Test Questions)

The statistics for this year's examination, the second of the series, are almost identical to the standard set last year, which is very gratifying. The mean mark rose from 18.11 to 18.17, with a slightly lower SD. The mean facility was 0.57% higher and the discrimination was virtually the same.

Again most individual questions discriminated well, though Question 4 was the least reliable – not surprising as it was by far the easiest question on the paper (pop art in fashion) and had proved easy in pre-testing. Question 6 (about musical notation) contained a notable distractor which attracted as many as the correct answer (one third of the students). A number of questions proved to be relatively easy, particularly Question 9 on mathematical frequency and Question 20 on energy. Although the first of these two questions had a satisfactory discrimination, Question 20 was lower than we had expected, with a change in male discrimination from 0.5 (the third best in pre-test) to 0.29.

There was an improvement of 2.5% between pre-test and the performance in the actual examination so taking into account the final outcome, the choice of questions was supportive of a maintenance of overall standards year on year.

As usual, the male performance was better than the female – but by a slightly lower 3%. In almost all cases the discrimination figures for each gender were close and there is no discernible reason why this should be the case in the kind of calculation or deduction needed.

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

SECTION B (Written)

General Comments

Students 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 Question 2(a) was generally well answered with students offering clear concerns held by industry with respect to increasing future energy costs. The main issues identified focused upon the closure of businesses and the consequential job losses incurred, alongside the obvious loss of competitiveness within the wider market. However, a degree of confusion existed within the responses to Question 2(b). Most students clearly identified the possible future rise in UK temperatures, alongside a reduction in rainfall. However, a significant number related the question to aspects of anticipated sea level changes, which was beyond the scope of the question.

Question B3 responses varied. Question 3(a) was generally answered very well. The majority of students correctly identified four possible global problems that could occur as a result of the continued growth of CO₂ emissions. However, development was at times variable. Responses to Question 3(b) did however vary significantly. Those scoring fewer marks chose to simply identify selected energy sources that produced low CO₂ emissions or wrongly identified forms of energy rather than the source itself. However, the majority of students described in detail a range of sources including; tidal, solar, nuclear, H.E.P, bio fuels and even pedal power! Some excellent answers were noted.

Question B4 was generally well answered with the majority of students 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 answers selected one or two relevant points regarding actions that could be taken within the home to save energy and thus reduce CO₂ emissions. The majority however utilised the percentages noted in the source to expand the appropriate measures to reduce the suggested losses. Measures suggested included; fitting loft insulation, double glazing, draft excluders, cavity wall insulation, recycling household materials, taking showers rather than baths and the wearing of more clothes. Higher level responses showed clear understanding and application with some excellent responses noted. Confusion did exist with respect to responses that included measures that occurred outside of the home e.g. transport issues. Additionally, some students described in detail measures to save water within the current summer period!

SECTION C (Written)

Question 5 was generally well answered. The majority of students were able to identify and explain four reasons why Physical Education should be taught in the UK within Question 5(a). Most students responded well to the demands of Question 5(b), which required them to discuss how the government could encourage more students to participate in sporting activities. Responses noted both the practical and the ideal. Measures outlined included increased provision within schools, alongside additional support for local club facilities. Increasing media campaigns by the government focusing on key sporting role models was also outlined. However, some students moved away from the question and focused more on the constraints that could be placed by the government upon the provision and use of computers and video games. A significant number of excellent responses were noted. Responses to Question 5(c) were most encouraging, with the majority of students producing a balanced debate regarding the advantages and disadvantages to Britain of hosting important global events. The key areas of increased revenue from tourism, the expense of new facility provision and the issues surrounding increased security were explained well by the majority. Higher level responses extended the debate to include such issues as; increased national pride, financial costing implications, increased pollution, use of facilities post event, increased employment opportunities and the resistance to events being underwritten by the government by those who do not like sport. Some exceptional answers were noted, with extensive debate leading to an informed conclusion regarding the provision of events throughout the country not solely the Olympics.

Question 6 was the less popular choice within Section C, with responses varying significantly in quality. Within Question 6(a) most students were able to clearly identify four factors which may make people choose not to go to the cinema. Question 6(b) elicited a range of answers. Lower order responses tended to focus on the provision of new films with enhanced graphic capabilities or the success of recent blockbuster movies and their sequels. However, higher order responses extended the debate to include the success of advertising, alongside constant media attention and the provision of new cinema complexes with their additional facilities and pricing offers. Responses to Question 6(c) which focused on the issue of declining attendance by 15-25 year olds at live performances and what remedial action could be taken, were generally encouraging. Lower order responses tended to focus entirely upon the theatre, which was viewed as expensive, time consuming, old-fashioned and devoid of effects compared with modern cinema. Higher order responses extended the debate to focus on the lack of local provision of facilities that could cater for the performing arts in a more general manner. Modern music and opera, alongside dance and ballet were discussed in a balanced manner. Suggestions for remedial action that could be taken to attract included a significant increase in advertising alongside differential pricing and performance timings to attract the younger, less affluent individual member of society. The role of schools was noted as crucial, both in terms of organised curricula related visits and links with Rock Challenge and local youth theatres. Some excellent, perceptive responses were noted.

Overall, students performed well with the majority producing well written and reasonably articulate responses. Essay planning was evident within the higher order students. 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 - <http://www.aqa.org.uk/over/stat.html>

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