



**General Certificate of Secondary Education  
June 2013**

**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

### 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>

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

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

Question	AO1	AO2	AO3	AO4	Total
1 – 30	7	14	6	3	30

## Unit 2 Sections B and C

### SECTION B

1 In the stimulus material provided, what word or phrase is used for:

1 (a) told off severely? (Item A)

reprimanded

(1 mark)

1 (b) the online world of computer networks and the internet? (Item A)

cyberspace

(1 mark)

2 (a) Give three reasons from Item A why parents need to be aware of their children's online activities.

- children are spending more than twice as much time online as parents think
- what the children are viewing may be disapproved of by the parents
- the internet may now be viewed as the children's playground
- children in the UK are very internet savvy (aware) and parents need to keep up.

(any three from the above)

(3 marks)

2 (b) Identify two ways from Item A in which using the internet may help the relationship between parents and their children.

- a third of children are befriending parents on social networking sites, thus helping to close the generation gap between them
- some parents may choose to chat with their children about sensitive topics via the internet, rather than face to face.

(two points)

(2 marks)

**3 (a) Identify and explain two ways how a child might access the internet without parental knowledge. (Item B)**

- a significant number may access it within the privacy of their own bedroom connection point
- almost a quarter may 'surf' online within their school environment
- over a third may have mobile access via their own phone which may be used almost anywhere the child chooses
- just under one in ten may choose to 'surf' via their own games console, which parents may or may not be aware of or able to overview
- home access may well be via the increasing use of laptops which may severely restrict parental supervision
- a quarter of children access the internet 'somewhere', possibly at friends or relations, libraries or internet cafes etc thus away from parental control.

Any other valid points should be credited.

*(two marks for reasonable identification of relative points and two for additional explanation)*

**(4 marks)**

**3 (b) Explain, using examples, two ways in which children may misuse the internet. (Item C)**

- they may obtain information regarding things that parents may disapprove of / or think their children should not be exposed to at this age
- emails / instant messages / chat rooms may be used by children without the control of parents, thus possibly leading to exposure to cyber-bullying or predatory stalking by individuals seeking improper relationships with children
- children may attempt to shop online without permission, using parental credit card facilities stored within the system
- homework may be plagiarised from the internet and submitted to school
- online games / messaging etc may become addictive, with children remaining on the internet for very lengthy periods
- children may be drawn into (group) criminal activity via social group interaction messaging, (similar to those involved in the urban disturbances, eg the 2011 riots).

Any other valid points should be credited.

*(two marks for reasonable identification of relative points and two for additional explanation)*

**(4 marks)**

**4 Discuss what advice could be provided to help parents protect their children who use the internet at home.**

**In your answer to this question you may use any information from Items A, B and C, in addition to your own knowledge. You should answer this question in sentences.**

**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').

Candidates might include:

- parents should request schools to deliver internet safety advice to their students
- parents should ensure that relevant internet safety controls are activated on their home computers
- home computers should be used where parents can be aware of what their children are doing
- use of mobile internet technology, laptops, iPads etc. by children should be discouraged
- download limits should be activated
- rules for usage should be agreed between parents and children
- children should be encouraged to report abuse or other relevant problems
- children should be shown how and when the onscreen panic button may be used
- webcams if present should be de-activated
- advice regarding privacy should be explained with care and clarity.

Any other valid points should be credited.

**(10 marks)**

**SECTION C**

**5 (a) Identify four types of crime that may be committed directly against an individual.**

- assault
- rape
- theft
- identity fraud
- kidnapping
- murder
- manslaughter
- cyberbullying
- harassment
- extortion etc.

*.....but concentration of the crime must focus on THE PERSON thus meeting the requirements of the question.*

*(four types of crime identified)*

**(4 marks)**



**5 (b) Identify and explain four reasons why criminal acts take place.**

**Levels Mark Scheme – Question 5(b)**

Level 3	6 – 8	A well-argued answer with a good attempt to use the stimulus 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 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 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').

Candidates might include:

- the individual might not have enough money to live as they wish and may well commit crimes to gain cash or goods they cannot afford
- jealousy of an individual in terms of goods or affection that is not returned
- criminal acts may be the norm within the family
- may be gang related, with an individual following the norm within the group
- the opportunity to commit the crime may arise and the individual or group may decide to take the risk
- some crimes are mindless with no obvious reason or explanation
- an individual or a group may get a buzz from the action of committing the crime
- limited control may exist due to the effect of alcohol or drugs
- the individual may be psychologically predisposed to certain crimes, eg arson.

Any other valid points should be credited.

**(8 marks)**

- 5 (c) Discuss what measures the Government and society could take to reduce youth crime within the UK.**

**In your answer you may wish to consider: education, court sentences and treatment of offenders, as well as ideas of your own.**

**Levels Mark Scheme – Question 5(c)**

*N.B. measures by the Government and society is asked for – candidates responding to only one part of Question 5(c) should not be awarded a mark higher than 11 (Level 3).*

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 and 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').

**Refer to the Levels Mark Scheme when marking this question**

Candidates might include:

The Government could address the problem in the following ways:

- initiate schemes to increase employment, especially for those just leaving school or living within deprived areas of the country
- extend schemes to educate individuals thus developing their qualifications for employment
- introduce zero tolerance / curfews etc within relevant areas, to control aspects of local crime
- continue the expansion of a developed citizenship programme, that is well planned, funded and taught to a high standard
- increase the severity of sentences passed on individuals
- prosecute the parents as being responsible for their child's actions
- increase liaison between relevant bodies dealing with young offenders via The Youth Offending Teams
- withdraw perceived privileges within youth detention centres, making life much harder for in-mates and publicising the changes
- review the ASBO scheme to enhance the strength of it as a deterrent,
- force offenders to face up to their actions via reparation work or extended community activities.

Society could address the problem in the following ways:

- retailers, especially supermarkets, may decide to increase the price of alcohol in line with Government proposals
- more local councils may choose to evict problematic tenants from council owned property
- social services may intervene earlier where a child may be viewed as at risk of involvement within criminal activities... extend the child safety order
- some people may argue for restoration of corporal punishment within schools and to a degree within the home environment
- councils may decide to fund more CCTV provision within relevant areas
- local employers may offer additional work experience provision for youngsters
- local newspapers may publish 'name and shame' details
- councils may fund 'Youth Achievement Awards' for outstanding contribution to the community
- local groups/clubs may attempt to increase their revenue from charitable organisations thus allowing them to increase their provision for local youngsters.

Any other valid points should be credited.

**(18 marks)**

**6 (a) Identify four causes of childhood obesity.**

Candidates might include:

- eating an unbalanced diet, for example too many high-fat and sugary foods
- inactivity, for example, not doing enough exercise and spending too much time watching television or using a computer
- genetic (inherited) conditions, though these are rare
- not being breastfed
- medications (steroids, some psychiatric medications)
- stressful life events or changes (separations, divorce, moves, deaths, abuse)
- family and peer problems
- low self-esteem, depression or other emotional problems, with excessive eating forming a substitute.

Any other valid points should be credited.

*(four identified reasons)*

**(4 marks)**

**6 (b) Identify and explain four possible effects on a child of being obese.**

**Levels Mark Scheme – Question 6(b)**

Level 3	6 – 8	A well-argued answer with a good attempt to use the stimulus 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 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 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').

Candidates might include:

- if a child is overweight or obese, he/she is more likely to develop serious health problems in the future. Obese children usually become obese adults.
- when a child gets older, and becomes an adult, he/she is more likely to develop the following health problems if they are obese:
  - high blood pressure
  - type 2 diabetes
  - high cholesterol levels
  - asthma
  - development problems in the feet
  - liver disease
  - sleep apnoea
- obesity can also affect a child's emotional and mental health. He/she may have low confidence or self-esteem, and being obese can also lead to eating problems, such as bulimia, and depression
- the child may be bullied or victimised by others due to being perceived as different
- exercise, especially within a group may prove quite demanding and difficult
- the authorities may seek to remove the individual from within the family in an attempt to control weight gain.

Any other valid points should be credited.

**(8 marks)**

- 6 (c) Discuss what could be done, by both the Government and parents, to address the growing problem of childhood obesity within the UK.**

**In your answer you may wish to consider; education, diet changes and encouragement to exercise, as well as ideas of your own.**

**Levels Mark Scheme – Question 6(c)**

*N.B. action by the Government and parents is asked for – candidates responding to only one part of Question 6(c) should not be awarded a mark higher than 11 (Level 3).*

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 and 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').

**Refer to the Levels Mark Scheme when marking this question**

Candidates might include:

The Government could address the problem of childhood obesity in the following ways:

- continue to promote the healthy schools initiative, aimed at providing better diet regimes within school time
- extend provision of the Healthy Eating School Bus, which visits schools to highlight healthy cooking and eating throughout the full age range
- work with Ofcom and the Advertising Standards Authority (ASA) to ensure healthier foods are promoted to children on TV and in non-broadcast media
- continue the convenience stores programme, which is a partnership between the Department of Health and the Association of Convenience Stores to increase the availability of fresh fruit and vegetables in areas that might otherwise have limited access to them
- promote more physical activity within school curricula
- use the momentum from the London Olympics to extend sports participation by children outside of school time
- continue the work done by Social Services department and the Department of Health to aid parents of obese children
- use the media to increase awareness of childhood obesity issues.

Parents could address the problem of childhood obesity in the following ways:

- include starchy foods in meals such as potatoes, bread, rice and pasta, choosing wholegrain foods where possible
- eat plenty of fibre-rich foods, such as oats, beans, grains, fruit and vegetables, wholegrain bread, and brown rice and pasta
- eat at least five portions of a variety of fruit and vegetables each day
- eat a low-fat diet and reduce fat and/or calorie intake
- eat as little as possible of fried foods, take-away meals or fast food, sweets which are high-fat foods in added sugars
- reduce the amount of sugary drinks, including fruit juices with added sugar. Encourage children to drink more water
- watch the portion size of meals and snacks, and how often children are eating
- eat regular meals, including breakfast, in a pleasant, sociable environment without distractions
- parents should eat with their child and make sure that everyone is eating the same food.
- make enjoyable activities – walking, cycling, swimming and gardening – part of everyday life
- minimise sedentary activities, such as sitting for long periods watching television, at a computer or playing video games
- encourage active play, for example dancing and skipping

- be more active as a family, for example walking and cycling to school and the shops, going to the park or swimming
- encourage your child to participate in sports or other active recreation, and make the most of opportunities for exercise at school
- never put the child on a weight-loss diet without getting advice, as this can affect his or her growth. Talk to a GP or a dietician if you're concerned about your child's weight.

Any other valid points should be credited.

**(18 marks)**