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# GCSE

# GENERAL STUDIES

47601 Unit 1: Case study

Mark scheme

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47601  
June 2014

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Version/Stage: 1.0 Final

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Mark schemes are prepared by the Lead Assessment Writer 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 associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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
<b>Total</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>40</b>

## Unit 1 Case Study

- 1 From **Source 1**, explain **two** effects that ‘trolling’ can have on people.  
**(4 marks)**

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

Candidates may respond from either the perspective of the person who is posting the comments or indeed the recipient of them.

the poster:

- boredom could be alleviated
- they could enjoy the humour, the mischief and the freedom to post what they want
- they could possibly be found guilty of committing a criminal offence and be jailed
- due to the anonymity of the process, they could feel quite carefree and eager to continue
- they could enjoy the fun of making trouble for others
- if discovered and reported, they could be sacked from work
- they may choose to develop different online identities

the recipient:

- they could feel insulted, provoked or threatened by the content or the amount of detail posted
- the post could develop into a personal and ferocious manner, almost a hate speech intended to cause upset
- they may feel bullied, to the extent of attempting or committing suicide
- some may ignore the attacks completely
- some may choose to withdraw from certain online sites
- some may decide to respond appropriately and denounce the offender or seek to identify them and report the abuse to the police.

*any other identified point should be credited*

Candidates should restrict themselves to two effects. A single sentence to identify an effect should receive one mark, with a second mark awarded for development.

*Hence candidates achieving Level 2 (3-4marks) should identify and develop two distinct points*

*Candidates achieving Level 1 (1-2) will identify but not develop two points*

**2 Source 3** reveals some concerns about restricting the right to comment.

Using information from **Source 1** and **Source 2**, explain to what extent you think such concerns are justified.

**(6 marks)**

*Level 3 (5-6marks) should be awarded to answers containing two concerns, identified, developed and evaluated*

*Level 2 (3-4) should be awarded for two concerns identified and developed*

*Level 1 (1-2) should be awarded for one or two concerns identified*

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

**Source 3** contrasts the negative aspects of online comments, in terms of insults, abuse etc, with the nationally accepted freedom of expression enjoyed within our society. However, caution is noted with respect to who is appointed to control these rights

#### **Source 1**

- we all have the right to comment in a democratic society but there are legal constraints in place
- online social media has opened up public access to a wide range of information and ideas
- direct access to the world of celebrities now exists
- the spread of trolling is only a more recent phenomenon, with people being more open to attack from others
- affected people are eager for more control and protection from derogatory attacks

#### **Source 2**

- commenting online has evolved to become part of peoples' daily routine. Millions have now found an online voice
- many people enjoy the space which allows them to freely express their views and engage in debate
- expressing one's own opinion is important to many
- online opportunities allow people to
  - tap into national debate
  - share views in a free forum
  - import knowledge and other people's ideas
  - share friendships/interests with other like-minded people
  - attempt to right wrongs

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

**Levels Mark Scheme for Question 3**

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

- 3** Using the sources **and** your own knowledge, explain why some people might want the right to have their details removed from the internet.  
**(10 marks)**

***Candidates may seek to answer this question from either the perspective of the actual poster of the details or the person to whom the details actually relate, or indeed a mixture of both.***

**the poster:**

- over time may regret their earlier actions
- may have felt important at the time by making the posts, but no longer does so
- the realisation that comments may remain permanently did not occur to them at the time of posting
- information posted may be irrelevant to the person due to changes in circumstances etc.
- they may have posted anonymously, but have been tracked and contacted with a view to legal redress
- the consequences of their actions ,e.g. suicide may have caused them distress
- they themselves may become a target for abuse and bullying

**the recipient:**

- the details may be insulting, provocative, threatening or inaccurate
- their right to privacy has been ignored
- individuals may fear that their reputations are being damaged by the permanency of online details
- embarrassment may be caused by pictures or videos being posted without permission
- they may become aware of the EU initiative “*The right to be forgotten*” enabling anyone within the EU to legally require online providers to delete personal information.

*any other identified point should be credited*

**Levels Mark Scheme for Question 4**

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



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

Explain and analyse the arguments for and against freedom of expression in a modern democracy.

You might consider:

- the right to express your opinion
- personal responsibility to other people
- why other people may want to limit your rights

**(20 marks)**

Candidates are required to refer to all four sources as well as expressing their own knowledge.

- the right to comment should belong to everyone, however this can lead to unforeseen circumstances and effects (S1,S2,S3)
- the expressions offered may prove to serve the best interests of society rather than the individual (S1,S3)
- ownership of data/information by companies/large government institutions versus individual privacy (S4)
- who actually controls the global power of the internet? (S3,S4)
- commenting can be enjoyable and humorous at that time, however people fail to realise the permanency of their contributions (S1,S2,S4)
- should we be censored online, if so by whom? and why? (S4)
- controlling legislation already exists to rectify issues (S1) ,however the degree of control differs globally
- it is generally only the minority that abuse the freedom of expression, so why should the majority suffer additional control? (S2)
- celebrities may be able to defend themselves via the courts etc (S1), however ordinary people may find this difficult and too expensive
- vulnerable people within society should be protected against cyber bullying
- social media sites should exercise more control over displayed content
- the right to a private life should belong to everyone not just to those who can afford protection
- the freedom of expression exists in all forms of media, TV, radio, newspapers etc, however many have much more stringent controls than the internet.

*any other identified point should be credited*