
GCSE

GENERAL STUDIES

Unit 2: Objective Test Questions and Written Exam
Mark scheme

47602
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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

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*)

Answers given in the mark scheme are not necessarily definitive. Other valid points may be credited, even if they do not appear in the mark scheme.

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

Unit 2 Sections B and C

SECTION B

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

1 (a) people who live to be 100 years old?

centenarians

(1 mark)

1 (b) the period of people's lives after they have stopped working?

retirement

(1 mark)

2 (a) Identify three problems facing the government as a result of people living longer
(Item A)

- the size of the future problem estimated at 11,000,000
- people are likely to be spending more than a third of their lives in retirement
- the impact on service provision may be severe
- considerable economic pressure on the Government may exist
- the older population may demand more and more resources
- there may be a future clash over resources between the young and the old

(any three from the above)

(3 marks)

2 (b) Identify two reasons why life expectancy in the UK has risen? (Item B)

- the falling rate of coronary heart disease
- fewer people smoking
- the reduction of infant mortality rates

(two points)

(2 marks)

3 (a) Explain two reasons why the US government has chosen to study almost a dozen American citizens?

- Scientists are trying to discover why so many within this group are living to be 100 years old, despite drinking alcohol, smoking and eating fatty foods, thus helping our understanding of diet issues and health
- Experts are trying to understand what it is about their genetic code that dictates their long life, so that society generally could adopt changes and extend life expectancy
- Why so many don't get serious illnesses like heart disease, cancer, nerve degeneration or diabetes, thus help society develop prevention strategies to cope with these illnesses
- Why should one lady within this group reach 98 years of age, despite claiming never to have been ill, thus helping to understand factors that may increase life expectancy

Any other valid points should be credited.

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

(4 marks)

3 (b) The number of old people is increasing. Outline and explain four areas of public service provision that the government will need to address.

- The expanding provision of health care to provide for the additional numbers requiring either short or long term medical provision
- The increase in the number of retirement homes required to provide for older people who are unable to take care of themselves within their own home
- The increase in the provision of home help/meals on wheels etc for the increasing numbers who may be able to remain at home, but without immediate own family provision
- The financial increase in pension payment requirements, the decision regarding the accepted age at which the government will set the retirement age
- The increasing need to fund aspects of social education/entertainment provision, e.g. libraries, adult meeting/ education classes etc
- Increased mobility provision, whether via individual car or public transport
- Increasing need to provide support funding for home heating, television licence and internet provision for those who qualify.

Any other valid points should be credited.

(four points for reasonable identification of relevant points with a degree of explanation attempted)

(4 marks)

4 Discuss ways in which individuals may help themselves to live longer lives.

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

(10 marks)

The following points reflect guidance from various sources that seek to offer advice relative to living a longer life in the developed world:

- Develop a good work / life balance, leading to a more satisfactory lifestyle
- Attempt to utilise stress in a positive way, or develop strategies to combat negative stress which may become medically problematic
- Eat healthily and sensibly, in terms of a balanced diet
- Be aware of your own BMI and react accordingly if it indicates a level that may prove problematic, both in terms of being under/overweight
- Drink alcohol within the advised limits for both male and female
- Avoid smoking and passive smoking
- Avoid the use of recreational drugs
- Develop an exercise regime that matches your individual needs and circumstances
- Attempt to maximize your own educational/vocational abilities and attain the highest accreditations throughout your life that you are able
- Retain contacts with both friends and family, thus avoiding loneliness
- Be aware of the importance of a good sleep regime
- Be aware of the dangers of unprotected sexual liaisons
- Take appropriate care when working or pursuing leisure activities in the sun

Any other valid points should be credited.

(10 marks)

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 valid response or relevance to question. |

SECTION C

5 (a) Identify four roles undertaken by an MP during their term of office.

- An MP will spend time visiting various areas, institutions within their constituency so that they are able to gain insight into the views of the people that they are elected to represent in Parliament.
- Surgeries will be held at regular intervals within the constituency, allowing individuals to seek advice or help from their MP
- The MP will attend the House of Commons on a regular basis and participate in debates on a variety of issues, ultimately voting for or against relevant legislation
- The MP may progress to hold a higher office within government, thus changing his/her role within the House
- The MP may also be expected to carry out various duties within the political party that they represent

Any other valid points should be credited.

(4 marks)

5 (b) Argue the case for increasing the amount of time spent in schools teaching about the world of government and politics.

(8 marks)

- Promotion of a clearer understanding of the democracy they live within and the importance of their rights as an individual
- How the UK parliament works in terms of governing the country and its relationship with other devolved governing bodies within the UK
- The importance of the role of local MPs and councillors in seeking to represent and address relevant local issues
- How the European Parliament work and the UK 's role within the institution in terms of legislation, economic, social issues etc
- Promotion of the understanding of the differences between the views of the political parties that exist within the UK
- Promotion of understanding of the complexities and the relationship between areas of society that the government must seek to prioritise to run a successful country within today's ever changing global society
- Promote the understanding and the importance of the voting system within the UK, covering all levels of election from local to national to European
- The provision of time to invite appropriate individuals into school to present a face to face element of individuals who are seeking political office
- Educators must remember that the students being taught will run tomorrow's society

Any other relevant point may be credited

Levels Mark Scheme – Question 5(b)

| | | |
|---------|-------|--|
| Level 3 | 6 – 8 | A well-argued answer with a good attempt to use the stimulus pictures 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 pictures 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 pictures or own knowledge. Lacks understanding and relevant knowledge. Communication weak and understanding poor. Spelling, grammar and punctuation may impede understanding. |
| | 0 | No valid response or relevance to question. |

- 5 (c) In the 2010 general election, only 65.1% of adults in the UK actually voted. Young people aged 18-24 were even less likely to vote – only 37% of them turned out on the day.

Discuss what could be done by Government to increase voter participation in the UK general elections.

In your answer you may wish to consider: the role of media, the image of politicians and the voting process, alongside ideas of your own.

(18 marks)

- Attempt to increase the positive image of politicians within society to attract voters to believe their vote matters
- Lower the voting age to 16 year olds as already practiced within the Isle of Man
- Political birthday cards to new voters
- Increase the use of celebrities of all ages and backgrounds to endorse their selected political party
- Increase and review the media coverage at key times to better inform the general public of politicians' views and promises, eg more public debate of leading members of each party
- Increased provision of postal balloting, already very successful in the 32 pilot areas
- Increased provision of electronic voting provision, 17 pilot areas saw increases due to text internet, electronic kiosk and digital television voting
- Examine the provision and placement of polling stations within the community
- Provide mobile voting stations within selected areas
- Provide polling stations within selected supermarkets/shopping areas
- Provide more provision for disabled voters
- Extend the time allowed for voting ,either during the day or allow an extra day
- Hold the general elections over the weekend period, when less people are at work
- Introduce compulsory voting
- Increase the visibility of candidates to their local constituents during the election process
- Produce a clearer and more binding manifesto for the general public to both understand and trust
- Political parties should attempt to engage more with the public via internet provision, eg facebook, twitter etc.
- Increase specific voter targeting by political parties to increase their own voter turnout

Any other reasonable point should be credited.

Levels Mark Scheme – Question 5(c)

| | | |
|---------|---------|---|
| 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 valid response or relevance to question. |

6 (a) Identify four reasons why the development of wind power in the UK has been criticised.

(4 marks)

- Unsightly, they may cause visual pollution in certain areas
- They can be very noisy and distracting
- Can pose a danger to local wildlife, in particular birds
- Offshore can prove a danger to boats and marine life
- The amount of energy used in construction may be viewed as excessive.
- Local residents may complain re deterioration of housing value
- Majority of wind mills and spares are produced abroad
- Calm days/excessively windy days may cause them not to work
- Many ideal sites are in popular tourist destinations
- Expensive to construct and maintain
- Political debate about overall efficiency

Any other valid points should be credited.

6 (b) Explain four issues examined by the government in deciding where to build the nuclear power plants.

(8 marks)

Degree of development of four of the following areas required ;

- Appropriate communication links to both build and service the plant
- Future security aspect of the proposed site
- Availability of suitable land, underpinned by appropriate geology of the area
- Availability and expertise of local workforce with respect to the nuclear industry
- Proximity to relevant nuclear training and research facilities
- The level of public support for proposals to the location and its effects on the locality
- The proximity of the site to densely populated areas
- The relevant costings for each nominated site
- The relevant location of each site to the connection strategies to the National Grid
- The proximity to proposed nuclear low /mid/high level waste products

Any other valid points should be credited.

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 valid response or relevance to question. |

6 (c) Examine the case for and against the government's decision to extend its nuclear power programme

In your answer, you may wish to consider: environmental issues, energy supply and political opinion, alongside ideas of your own.

(18 marks)

Points for the government's decision:

- Generating electricity by nuclear reactors does not produce carbon dioxide, the principal greenhouse gas causing global warming and climate change. Britain's existing nuclear power plants reduce the nation's carbon emissions by between 7 and 14 per cent
- Building new nuclear power stations will ensure the nation retains control over its own sources of energy. Security of supply is essential in an unstable world where oil and gas comes mainly from regions that could hold Britain to ransom by threatening to disrupt supplies
- Nuclear power is a mature technology and has proven reliability. It has been developed over 50 years and the latest reactors are reliable, clean and efficient. The last 10 nuclear reactors to be built in the world have been delivered on time and to their budget
- Generating electricity by nuclear power is a 24/7 operation and is not subject to the vagaries of wind, sun or tides. It can be fine-tuned to meet peak demand and will not let us down in the depths of winter
- As a founder member of the nuclear club, Britain has the expertise to operate the new nuclear-fission reactors. By building new fission reactors Britain will be well placed to develop cleaner fusion reactors.
- Replacement of aging reactors which will soon be decommissioned is regarded as vital
- Significant funding will be available to selected areas to increase local infrastructure
- A significant increase in local employment will occur both in terms of construction and running of the plant
- Energy analysts from the UK Centre for Policy Studies claim that one in three households will be in fuel poverty by 2030 unless nuclear power plants are built, with energy costs of other fuels rising significantly.

Points against the government's decision:

- Nuclear power produces radioactive waste that remains dangerous for tens of thousands of years. The Government still does not know what to do with the waste that has accumulated from more than 50 years of nuclear power. Costs of disposal are estimated at about £56bn.
- The technology of generating electricity from nuclear fission can also be used to produce nuclear weapons. Civil nuclear power has been used for a covert nuclear weapons programme by several regimes.
- Nuclear power stations are a target for terrorist attack. Terrorists are already believed to have targeted nuclear power plants, including one in Australia. Waste and fuel shipments are also at risk of being hijacked and used to manufacture a "dirty" bomb.

- The legacy of Chernobyl proves nuclear power is not without enormous risk. Although the risk may be small, the consequences of a catastrophic accident are immense.
- Nuclear power is not carbon free. Fossil fuels are needed to run the nuclear cycle, from mining the uranium ore and shipping it to Britain, to disposing of the huge volumes of radioactive waste.
- In March 2012, two of the big six power companies announced they would be pulling out of developing new nuclear power plants. The decision by RWE, npower and E.ON follows uncertainty over nuclear energy following the Fukushima nuclear disaster last year.
- By increasing the input of private investment the government will be handing over more control of the nuclear industry in the UK to foreign firms
- Significant political opposition to the proposals exist both within and outside of the UK

Credit should be awarded to any other valid point. Candidates are required to address BOTH parts of the question. Those failing to do so must be awarded no higher than Level 3.

Levels Mark Scheme – Question 6(c)

| | | |
|---------|---------|---|
| 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 valid response or relevance to question. |