



GCSE

General Studies

47601 Unit 1: Case Study

Mark scheme

47601

June 2015

Version V1: Final Mark Scheme

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*)

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
Total	10	10	10	10	40

Unit 1 Case Study

Q1

Using only **Source 1**, identify and explain in your own words **two** benefits Europeans have gained through membership of the European Union (4)

Examples of indicative content – only valid points **from Source 1** should be credited.

The advantages of laws and treaties

- Aftermath of the WW2-trade would remove threat of conflict
- Countries seeing the success of the free trade area
- The record of peace
- The attraction of “open borders”, offering travel + work opportunities
- The EU as a vehicle for Human Rights and equality
- The EU promoting democracy and transparency
- The EU promoting the rule of law

Level 2 (3 – 4 marks)

Two reasons identified (two marks) and explained (two development marks)

Level 1 (1 – 2 marks)

Simple undeveloped points (identification only)

(0) No relevance to question.

(–) No response (‘not attempted’)

Q2.

Using **Source 3 only**, identify and explain **three disadvantages** of membership of the European Union (6)

Examples of indicative content – any other valid points **from Source 3** should be credited. Note that the migration issue is not referred to in Source 3.

Disadvantages

The cost of the EU

The loss of sovereignty inherent with EU membership

The rules and rulings of the EU bureaucracy

The original free trade area has become a super-state

Admin costs

The social contract-protecting rights but inhibiting business/industry

Lack of bureaucratic accountability

Pettiness and bent bananas

Level 3 (5-6 marks)

Three or more disadvantages identified, explained (2 x 3marks)

Level 2 (3 – 4 marks)

Two disadvantages identified (two marks) and explained (two identification and two development marks)

Level 1 (1 – 2 marks)

One or two simple undeveloped points (identification only)

(0) No relevance to question.

(–) No response ('not attempted')

Levels Mark Scheme for Question 3

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

Q3. Using **Sources 2 and 4**, and your own knowledge, discuss the main advantages and disadvantages for the United Kingdom of migration between countries within the European Union. (10)

Indicative content

Advantages

- Freedom to travel for given reasons
- Possible to travel and work abroad
- Retired Europeans can settle anywhere with equal rights
- European driving licence to facilitate border crossings
- The EU health card applies in all member countries
- Criminals can be brought to justice across borders
- Personal freedoms to move have promoted other cross border initiatives such as pollution control

Disadvantages

- There is unrestricted access for EU states to job opportunities in the UK
- These migrations put pressure on the jobs of low-skilled workers in the UK
- Migrants depressing wages by working for minimum NOT living wage
- Perception that immigration fuels crime and social problems
- Immigration putting pressure on schools, health or social services.
- Multi-cultural Britain having lost a traditional culture
- Migration gives a platform to UKIP and other right wing parties
- Open borders may permit movement of terrorists
- Emigration from the UK may cause us to lose our brightest workers

Plus any other issues appropriately raised from the candidates' wider knowledge.

Levels Mark Scheme for Question 4

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

Q4. If a Government referendum was held on membership of the European Union, what arguments could be given for continuing or ending the UK's membership? You may wish to consider:

- **Business and industry**
- **Laws affecting society**
- **Finance**

Use material from the Sources and from your own research on the European Union

(20 marks)

This question invites the good (Level 5) candidate to look at the future benefits as well as past and present challenges stemming from the UK's membership of the EU. Credit should be given to candidates who use the opportunity to review the present as well as speculating on the future. The average (Level 3) candidate will probably simply take opting "out" or staying "in" as the focus of his/her essay. The essay will possibly be biased towards this point of view to the exclusion of consideration of EU benefits/problems, but will have some reasons to support his/her view. The analysis will frequently lapse into description of what is/has happened, rather than an analysis of the material in terms of benefit/challenge.

The below average candidate (Level 1-2) will have a superficial view of the material and only present one point of view. The answer may well centre on only one issue, e.g. immigration. At the higher end of level 2 there will be some superficial reasons given for a point of view; at level 1 the benefits/disadvantages will be stated without analysis or evaluation.

Refer to the Levels Mark Scheme on Page 8. Each essay should be marked out of a total of 20 marks. In awarding marks be aware of the balance between the various Assessment Objectives prescribed. Allocate each response to the most appropriate level described according to its **overall quality** then allocate a single mark within that level.

AO1: 6

AO2: 4

AO3: 4

AO4: 6

Indicative content.

This is an illustrative list, not a prescriptive one

Arguments for continuing membership

- The views of the French politician in the candidates own words, that leaving would be a defeat for the UK and defeat for Europe
- The UK has benefitted economically from EU membership and reform of the EU will extend this
- The single market gives us opportunities which we might not have had if we were outside it, to sell to Europe without trade barriers
- The pattern of history has been from small city states to bigger, more diverse, super states
- The tighter regulation of EU industry and business ensures fair treatment for all countries
- The EU personal benefits and protections are worthwhile e.g. EU arrest warrant has helped protect us from criminals and terrorists operating across borders
- The environmental controls have forced governments to take collective action to restrict greenhouse gases, clean up beaches etc

- The EU has acted as a moderating influence on UK governments both of the right and of the left
- The amount the UK benefits from the EU far exceeds the cost of membership and further integration would be even more cost effective
- The EU has ensured 40 years of peace between member states; a USE offers a mechanism by which grievances can be aired and resolved

Arguments for leaving the EU

- Our relations with the Commonwealth and the USA have lost out during the time of EU membership
- The lack of border controls has left us over-crowded and unable to stem migration
- Leaving the EU would promote fuller employment for those already here
- Some rules of the EU are bizarre and some down-right foolish (examples should follow)
- The cost of the EU is at variance with its effectiveness
- The EU agricultural policy has NOT benefitted UK farmers; neither have the fishing quotas-what damage would a Super State cause?
- The economic trading area has already become like a European Superstate; the ambitions of France and Germany are to control a European Union in which the UK will always be marginalised
- The EU has operated chiefly to the benefit of France and Germany (evidence needed)
- The plight of the Euro shows that diverse economies cannot benefit from a single currency; yet the EU persists in trying to establish the Euro as a currency in all 27 member countries

Plus any other issue appropriately raised, including ideas not contained in any of the sources