



GCSE

General Studies

Unit 1 (Case Study)

Mark scheme

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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

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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

1 Using **only Source 1**, identify **two** categories of offence in which crime had increased and **two** where it had decreased between 2012 and 2013.

[4 marks]

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

The categories where crime has increased:

- theft from the person
- sexual offences.
- fraud

The categories where crime has decreased are:

- violence against the person
- criminal damage and arson
- vehicle offences
- robbery
- crimes against households
- victim-based crime
- other crimes against society

(2 plus 2) One mark for each correctly identified, with no more than two allowed under each category.

(0) No relevance to question.

(–) No response ('not attempted')

- 2 Source 2** reveals some concerns about how police forces record crime. Using **only** information from **Source 1** and **Source 2**, identify and explain **three** concerns people may have about how police forces record crime.

[6 marks]

Only valid points **from Source 1 and 2** should be credited.

Identified concerns

From Source 1

The survey gives a different view from police records of crime by interviewing the public about their **perceptions and experiences**

The survey gave 8.5 million crimes; the police recorded 3.7 million

Although both surveys and police records revealed a reduction in crime, people may be concerned that crimes go unreported?

The police might have a vested interest in massaging statistics downwards; they might be seen as a branch of “government”

Some records of crime categories are ambiguous

83% of crimes are “victim-based” yet violence against the person, robbery etc is low on graph statistics?

From Source 2

BBC, quoting the HMIC, think that 20% of crime might be unreported

14 alleged rapes were “unrecorded”

“Work pressure” can lead to crimes not being “followed up”

The Chief Inspector of Police (Constabulary) agrees crime might be unrecorded

When the Inspectorate followed up sample phone calls, 523 crimes were not recorded

Too much time is spent on paperwork at the police station

Police are not yet using the full scope of technology

Any other points alluded to in Source 1 or 2 should be credited.

Level 3 (5 - 6 marks)

Three or more issues identified and developed (3 x 2marks)

Level 2 (3 – 4 marks)

Two issues identified and developed (2 x 2 marks)

Level 1 (1 – 2 marks)

One or two simple undeveloped points (identified only)

(0) No relevance to question.

(–) No response (‘not attempted’)

Levels Mark Scheme – Question 3

Level 4	7 – 10	An excellent answer providing 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	A good developed answer with 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 and 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	A reasonable answer which selects some relevant material but only from one point of view. Attempts to use stimulus material and/or own ideas but examples are frequently undeveloped. There is 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	A basic answer with 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 and communication may well be weak with numerous errors in spelling, punctuation and grammar.
	0	Question misunderstood or not attempted, hence no relevant material

The suggestions below are only exemplars. It may well be that candidates will make suggestions that are equally valid and **any other valid points** should be fully rewarded. (S) points come from sources, (O) from elsewhere.

- 3 Using **Sources 3** and **4**, and **your own knowledge**, discuss how technology might or might not help to reduce crime in the UK.

[10 marks]

Measures helping to reduce crime

- (S) Pedal technology could reduce bicycle theft as SIM cards have for phones
- (S) Pedal technology is linked with smart phones through an app
- (S) Window locks
- (S) Steering locks
- (S) Setting home security
- (S) Investing in a tracker

Measures helping to reduce crime to which candidates refer from own knowledge:

- (O) CCTV or Webcams could record crimes as police officers see them happening
- (O) Padlocks on bikes
- (O) Dashboard based webcams, or those worn by police officers
- (O) Police could increase use of iPads and digital devices to complete admin tasks, perhaps using voice activated systems
- (O) Increased use of tachographs to record vehicle movements

Limitations of technology:

- A particularly able thief could remove cycle pedals and throw them away
- There are differing levels of connectivity for digital signals at crime scenes
- Technology might help to reduce crime but it will not stop crime happening
- The causes of crime are complex; technology may have no impact on crime reduction
- We might come to rely on technology for our security and it could fail when we need it most
- Overload of digital information for police forces to process.

Candidates looking at one side of the argument may still be awarded Level 4.

Levels Mark Scheme – Question 4

Level 5	17 – 20	An excellent answer providing a well-argued discussion. Uses the source material, and own ideas, effectively to show understanding and/or relevant knowledge. Communicates ideas very clearly and evaluation is good. Conclusions are reached based on clear evidence. 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	13 – 16	A good developed answer with a good attempt to use the source material, or own ideas, effectively to show understanding and/or relevant knowledge. Communicates clearly and evaluation is good. Conclusions are drawn and these are backed up with some evidence. Text will generally be legible and spelling, grammar and punctuation will show considerable accuracy.
Level 3	9 – 12	A reasonable answer with some attempt to use the source material and/or own ideas, but with a shortfall in demonstrating understanding and relevant knowledge. Communication is average but examples used are not developed effectively. Conclusions are made, but in the simplest form. Text will generally be legible and spelling, grammar and punctuation will show reasonable accuracy.
Level 2	5– 8	A limited answer with little use of source material or own ideas. Communication is unclear and examples used are not developed. No conclusions are drawn. Text may present occasional problems of legibility and spelling, grammar and punctuation.
Level 1	1 – 4	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').

4 Using all the **Sources 1 to 5**, as well as **your own knowledge**, discuss whether measures to reduce crime have made the UK a safer place to live. In your answer you may wish to consider:

- measures the police suggest to prevent crime
- measures the public can take to reduce crime
- crime rates in different parts of the country
- reliability of crime statistics.

[20 marks]

Use material from the Sources and from your own research.

This question invites the good (Level 5) candidate to look at the issues involving the police statistics, the crime survey and their own experiences. Credit should be given to candidates who use the opportunity to review the issues against their own perceptions and evidence from their own research.

With a Level 3 candidate the analysis will frequently lapse into description of what is/has happened, rather than an analysis of the material in terms of safer/less safe. The average (Level 3) candidate will probably simply take “crime is rampant”, or “we are all more well behaved” as an axiom. The essay will possibly be biased towards this point of view to the exclusion of consideration of the conflicting data and survey evidence. 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, eg cycle or car crime. They may introduce irrelevant material. At the higher end of Level 2 there will be some superficial reasons given for a point of view; at Level 1 the views will be stated without analysis or evaluation.

Refer to the Levels Mark Scheme on Page 9. 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 saying we are safer:

The police have never been better equipped and can solve most serious crimes successfully

The BBC reporter says crime is falling (S2)

If you take precautions to protect yourself, you should be safe (examples from Sources 3, 4 and own research etc will be given)

If you do not own a prestige make of car, car theft need not trouble you (inferred in S4)

ASB and shoplifting and sexual offences are the only prevalent crimes (S5)

Burglary, even in urban Southampton, accounts for less than 7% of offences (S5)

Drug taking in Carlisle and Southampton is much smaller than many would expect (S5)

If you are pretty street wise, you can avoid putting yourself in danger; much crime occurs where people take risks with personal safety (drinking to excess, drug experimentation)

CCTV gives excellent control of major urban areas

Although there is an increase in “sexual crimes” many of these date back to the 1960s and 70s

Although there are still many crimes, quite a few do not cause physical hurt. We are naturally less tolerant of violence and its effects, so we report more incidents and the police are compelled to act on them

Arguments for saying we are less safe

Although S1 shows crime is decreasing, there are still many crimes and some categories are increasing (S1)

There are 523 crimes that went unrecorded in the target year, including 14 allegations of rape (S2)

There are reasons to deduce that many crimes are never reported to police, because victims think there is no chance of redress (S2)

Do police regard some crime as “victimless” such as credit card fraud or computer crime? (S2)

The police have issues with workload (S2)

Many bicycles are stolen (S3); few are recovered, few fitted with smart tech pedals (S3)

The Wolverhampton article shows there is still a threat of burglary in order to steal cars etc (S4)

It is not safe to take keys to prestige vehicles upstairs at night (S4)

The crime figures for Carlisle and Southampton still show around 1000 and 6600 cases a year of anti-social behaviour; some of this can make our lives a misery (S5)

The statistics still show crime of endemic proportions (S5)

The crime figures give us a false sense of security, since many crimes are settled with a caution issued by a senior police figure (S5)

(O)Because they are in a vulnerable age group, many candidates may tell stories of their own experience of crime-credit these but look for some analysis, contributing to the overall discussion of crime

(O)The government and the police have every benefit to gain from massaging crime figures: many will have looked at crime stats for their own area, and often find they are portrayed in positive terms, reducing negative aspects. Eg Southampton’s stats give monthly figures to eradicate large numbers

(O)Crimes against the person may have reduced, but credit card fraud and vehicle theft can be distressing and leave us harmed for life

(O)The police do not take action when burglary is likely to be covered by insurance

(O)The police do not take sufficient note of sexual or cybercrime and hence it goes unreported

(O)We have unpleasant “new” crimes such as racial abuse or trolling which cause many people to feel threatened and demeaned, but unlikely to go to the police

(O)The need to take so many measures to protect ourselves shows we are not safe.

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