



GCSE

General Studies

Unit 2: Objective Test Questions and Written Exam
Mark scheme

47602
June 2016

Version: 1.0 Final

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.

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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

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UNIT 2 SECTION A

This component is an objective test for which the following list indicates answers used in marking the candidates' responses.

A1	B	A16	D
A2	C	A17	C
A3	C	A18	A
A4	D	A19	B
A5	B	A20	D
A6	A	A21	B
A7	B	A22	C
A8	D	A23	D
A9	D	A24	B
A10	B	A25	B
A11	C	A26	A
A12	D	A27	A
A13	C	A28	B
A14	A	A29	C
A15	B	A30	B

Unit 2 Sections B and C

SECTION B

1

01 (a)	C Out of the ordinary
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[1 mark]

01 (b)	B A Yeoman of the Guard
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[1 mark]

2

2 (a) **Identify two of the original ideas behind Paul Cummins’ production of ‘Blood Swept Lands of Seas of Red’.(Item A)**

[2 marks]

- a clay poppy was crafted to represent each fallen soldier
- all poppies were to be planted at the Tower of London
- each were then sold for charity

Any two from the above.

2 (b) **How is the solemn atmosphere created for the evening readings of those to be commemorated? (Item A)**

[3 marks]

- a befeater and a bugler appear at dusk (both required)
- the floodlights on the mound are dimmed
- a spotlight picks out the little mound
- the names of 180 soldiers who were killed are read out
- the bugler marches onto the mound and plays the Last Post

Three identified points.....

3

3 (a) **Outline two arguments from Item B, supporting the selling of the Tower Hill memorial poppies on the internet.**

[4 marks]

- people will have the legal right to decide to resell them if they wish as there is no legal contract to prevent this from happening
- the 888,246 were very popular selling out in advance, thus many people who wanted one and may not have been in time to buy one may expect to buy them via an internet auction site
- some people realising the popularity of the poppies may have bought them with hope of making a profit

One mark for identification of each relevant point plus additional mark for further development.

3 (b) **Explain why John McCrae may have been deeply inspired and moved by what he saw in Belgium and France.(Item C)**

[4 marks]

- row on row of crosses with poppies growing between them
- birds (larks) still singing and flying about while guns still fire
- many soldiers have lost their lives and loves within the last few days
- the hope that their deaths are not in vain
- as a doctor serving here, he would have encountered many injured and dead soldiers

Any other interpretation should be credited appropriately.

One mark for identification of each relevant point plus additional mark for further development.

4

Discuss ways in which they could achieve their aim.**[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.

The following points reflect a range of possible ideas that could be considered;

- contact the local press to gain publicity about the situation
- use various social media sites to widen public interest in the situation
- work with the clergy and the congregation to raise appropriate funds for the restoration
- initiate a campaign against the council cuts and restore the service
- contact the Diocese in an attempt to persuade them to fund the restoration
- contact the War graves Commission for help with the relevant graves
- attempt to raise funding via small/big project to fund work
- seek sponsorship from local firm/s to underwrite the project
- form an activity self-help group to tidy up all aspects
- request local charity groups for help and action, eg Rotary or Lions
- request relatives to tidy up relations graves
- request local farmers to help via grass cutting machinery and perhaps future sheep loan
- recognise that perhaps due to the scale of the task, carefully cut pathways may allow visitors increased access to areas that may remain 'natural'

Any other relevant point should be awarded appropriately

SECTION C

5

5 (a) Identify four ways a company may make a TV advertisement appeal to the public.
[4 marks]

Identify four ways...

- use relevant popular music
- make it humorous
- make it interesting, related incidents etc
- employ a popular media figure/s
- use cartoon characters
- use animals
- sale offers
- appropriate sexual attraction
- make it controversial in some way
- use appropriate colour/black and white
- match the target market for the advert to related programmes or channels
- link it with certain sponsored programmes
- select key audience peak times for viewing
- use relevant action scenes
- use selected special effects
- develop key slogans or jingles
- use a slightly higher volume.

Any other reasonable point should be credited.

5 (b) Explain four reasons why advertisements are carefully monitored by the authorities.**[8 marks]****Levels Mark Scheme – Question 5 (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.

- that claims made are accurate and truthful in terms of the product or the service on offer
- everything described conforms to the laws set out for selling, including individual's rights
- to make certain that the contents are decent and appropriate to the time and place of the advert, especially those aimed at children
- advertisements aimed at children are of particular interest, to make certain that content does not result in a child's physical, mental or moral harm
- to make certain that the content is not harmful or causing offence to individuals or groups in society
- to control any aspect of violence or cruelty to people or animals that may be suggested
- to make certain that the advert does not contain any subliminal techniques, that the public may fail to recognise
- to control political messages that may be contained in advertisements designed to sell
- to control aspects of stereotyping that may cause cultural or religious offence.

Any other reasonable point should be credited.

5 (c) Question Discuss the extent to which advertising has both a negative and positive effect on society.

In your answer you may wish to consider; materialism, debt, employment, as well as ideas of your own.

[18 marks]

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.

Negative effects:

- constant attempt to create need and desire within society, thus glorifying materialism
- increase in adverts, may result in increase in production which may result in increased pressure on resources and the environment
- increase in waste as consumers buy date stamped or new products, thus creating problems of disposal
- products/services are more expensive as producers pass on advertising costs
- increasing use of sexual imagery and stereotyping which can cause resentment from certain pressure groups
- key focus of product or service may cause additional pressure on certain problematic areas of society; obesity, alcoholism, smoking etc.
- creation of a constant state of flux, new products, new fashions, thus continually enticing people to spend money to keep up
- increasing concern of adverts targeting impressionable young children, who in turn may put extra pressure on their friends or peer group interaction
- increase of imported goods having a detrimental effect on the UK balance of payment
- increase of individual debt, especially at key periods of the year
- can prove intrusive to individuals as they read printed media, use new technology or certain forms of entertainment, eg, TV or radio.

Positive effects:

- increase in demand which in turn may increase production and employment thus helping the economy
- employment created in the advertising industry
- raises product awareness and provide choice for consumers
- promotes competition within producers, thus innovation occurs
- provides factual information to the public, which may educate them about key issues such as drugs, safety etc
- provides funding for entertainment on TV, radio, cinema by purchasing airtime, thus significantly enhancing the spectrum of programme choice
- provision of sponsorship to wide range of events; eg sports, music concerts, art displays, which may struggle to exist without this revenue stream
- raising of the profile of charitable appeals or emergency responses from the public, which may result in significant donations
- provides information to society generally regarding the timing and provision of local or national events
- help develop political understanding and appreciation of party differences
- the constant supply of new products, new ideas and new fashions may help the creativity of the individual and their perception of themselves.

Any other reasonable point should be credited.

6 (a) Identify four ways by which groups of citizens may influence the government's decision making processes.

[4 marks]

- cast their vote appropriately during elections
- organize a protest march
- vote for and participate in a strike
- distribute badges, leaflets and posters focusing on the issue
- organise a sit in or a blockade of organization
- organise a social network campaign
- send letters to your MP
- sign a petition to the government
- seek help to lobby key decision makers in Parliament
- attempt to have questions asked in Parliament to relevant Ministers or the Prime Minister
- seek the help from the local MEP to raise the issues within the European Parliament
- post on line videos related to the campaign
- write letters/reports to local/national newspapers
- seek help with the campaign from celebrities
- join government consultation groups
- seek a judicial review into government decisions

Discuss four reasons why the government may wish to censor aspects of the internet.

[8 marks]

6 (b) 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.

- The continued availability and use of the internet is now the main information highway for the public and will continue to expand in line with government initiatives
- the internet is a global facility, which generally is not censored, unless by a specific country
- to be able to intercept and record any messages which may relate to messages that may cause injury or distress to individuals or groups, from people that spend time and effort trolling
- to track and remove information that may pose a threat to national security, possible release of classified material
- track and remove information that may seek to spread false health issues and thus cause public panic
- track all aspects of child pornography, often leading to criminal prosecution
- track situations of illegal sales; drugs, weapons, babies etc., which may result in prosecutions
- maintain surveillance on individuals or groups that may be attempting to incite public disorder; football supporters, extreme political parties, criminal rioters
- track and remove instructions on self-production of dangerous materials, bombs
- attempt if possible to block extreme political imagery that may cause distress or public outcry

Any other reasonable point should be credited

- 6 (c) As citizens of the UK we have many rights. Each right has a responsibility associated with it.**

Explain why it is important for UK citizens to have rights, and for everyone to carry out their responsibilities.

In your answer you may wish to consider: education, freedom of speech, religion, as well as ideas of your own.

[18 marks]

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.

There are thirty such rights that apply to the UK citizen; however candidates are expected to identify and explain what they perceive as the more important rights and discuss how individuals could carry out their responsibilities as a citizen.

The indicative content describes a range of rights and suggests how citizens may respond accordingly.

It is important to note that candidate's priorities of identified rights and responsibilities will vary considerably.

Failure to address both parts of the question should result in a mark not exceeding mid Level three.

- to be educated, whether by the state or parental choice. The individual may choose to utilise this and achieve their desired place within society.
- political freedom, to hold individual views on how society should be organized and to vote freely in elections, petition the government. Political apathy may result in the growth of extreme political parties
- freedom of expression/speech, to be able to enjoy freedom of speech in whatever form it may take, TV, newspapers, magazines etc, as long as what is stated is within the law and not intended to cause cultural disruption
- freedom from discrimination on cultural or sexual, or religious or physical differences. Attempts should be made to enhance integration within society and treat others as we may wish to be treated
- inherent right to life. No one shall be arbitrarily deprived of his life.
- Attitudes to abortion, euthanasia, capital punishment and war may well be challenged
- entitlement to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against them. Attendance at court, whether as witness or juror would help in this process
- freedom of thought, conscience and religion. Worship or non-worship of belief systems within society should be entirely an independent choice. Understanding and tolerance would aid this process
- freedom to marry and have a family life. The choice to choose a partner, man or woman and if they decide to produce their children to be nurtured and cared for. Or legally take responsibility for less fortunate children
- right to purchase and own possessions. Develop respect for property, whether individual or public
- right to assemble and protest if they wish. The intention should be peaceful and not disruptive or destructive
- the right to protection under the law for all citizens, whether criminal or civil actions. Approach to this should be truthful.
- freedom of movement, to work wherever desired or enjoy recreation areas appropriately. Take care to follow guidelines and relevant advice

Any other reasonable point should be credited