

GCSE General Studies

- Materials used at Launch Meeting: Spring 2009



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GCSE GENERAL STUDIES

General Information

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AQA Logistics Centre (Manchester)
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M17 1EH

Telephone: 0870 410 1036

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Administration

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Candidate Services – Special Arrangements:

Northern Centres: Direct Line: 0161 455 5465
Fax: 0161 455 4444

Southern Centres Direct Line: 01483 477884
Fax: 01483 455731

Candidate Services – Post Results:

Northern Centres: Direct Line: 0161 455 5458
Fax: 0161 455 4444

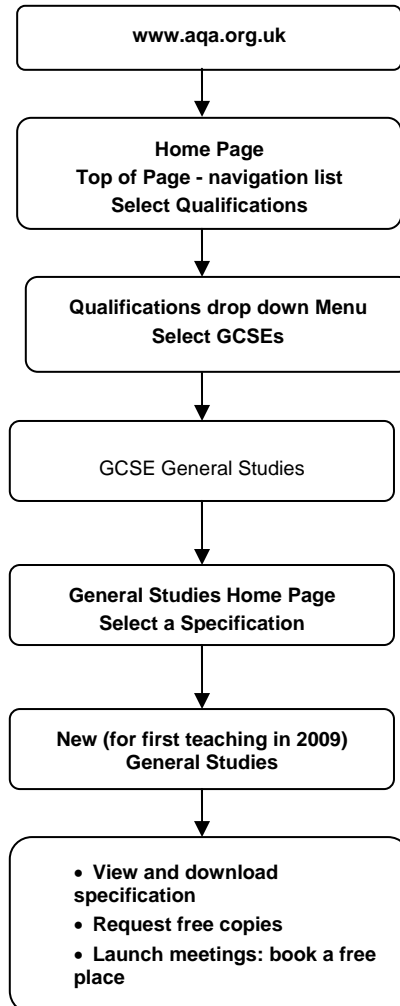
Southern Centres Direct Line: 01483 477971
Fax: 01483 455731

Websites:

AQA www.aqa.org.uk
QCA www.qca.org.uk
UCAS www.ucas.org.uk
JCQ www.jcq.org.uk

Website Navigation

New AQA specifications and related materials on the site:



Ask AQA

For general queries about AQA, go to www.aqa.org.uk/rn/askaqa/php



GCSE General Studies

Towards a New Specification

Programme for the day

10.15 – 10.45	Welcome, introduction, domestic arrangements. Overview of specification.
10.45 – 11.00	Unit 2, section A.
11.00 – 11.15	Refreshments
11.15 – 12.30	Unit 2, sections B and C.
12.30 – 1.30	Lunch
1.30 – 1.45	Preparing to teach unit 2.
1.45 – 2.45	Unit 1
2.45 – 3.00	Preparing to teach unit 1.
3.00 – 3.30	Questions & answers, evaluation & Close

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Presentation Objectives

- To introduce the specification structure, teaching content and assessment structure
- To highlight changes in the new GCSE specification
- To help non-AQA teachers to learn more about the new AQA specification

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Underlying Principles

- To build on the strengths of the existing specification
- To provide a relevant and interesting course for GCSE students in General Studies
- To provide opportunities to broaden the curriculum, introduce Citizenship and develop transferable thinking and functional skills
- To update the subject content, simplify the assessments and provide greater flexibility
- To provide a solid foundation for those planning to study AS or A level General Studies

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Key Features of the Specification

- Single tier structure - all students study the same material
- Appropriate, engaging and accessible for all abilities
- Only two compulsory papers
- A variety of assessment techniques to test different skills
- Grades A* to G available to all students

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Key Features of the Specification

- No coursework option
- Case Study to develop evaluation and research skills
- Greater structure and discussion content so teaching can concentrate on important topics and develop students' skills
- Students should enjoy the opportunity to discuss, debate and argue their point, demonstrating breadth of knowledge from their core subjects, and making judgments from a broad standpoint

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Assessment at a Glance

UNIT 1 Case Study	1 hour 15 min	25% of total marks
UNIT 2 Objective Test Questions and Written Exam	2 hours	75% of total marks

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Unit 1

- Candidates answer 4 questions
- Questions based on pre-release sources
- Topic for unit 1 posted on website and in specification annually
- Topic for 2010: "The surveillance society: Big Brother is watching you!"

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Unit 2 - overview

- Three sections
 - Section A: (25%) objective test (multiple choice)
 - Section B: (20%) problem solving exercise
 - Section C: (30%) extended writing exercise

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Unit 2 – assessment details

Section A

- Candidates answer 30 multiple choice questions (15 pairs)
- Questions based on stimulus material

Section B

- Candidates answer three short answer questions and one extended writing question
- Questions based on a collection of varied stimulus material on a common topic

Section C

- Candidates answer one question (divided into 3 parts) from a choice of two
- Each question will have its own stimulus

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Key Changes from the Existing AQA Specification

- Unitised structure, providing opportunities for assessment in different sittings and allowing for re-sits
- Single tier of entry, accessible for candidates of all abilities
- No coursework
- Updated subject content reflecting contemporary issues

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Converting to AQA

- Register to receive specification updates and free online support
- Notification of Entries department
 - e-AQA
 - 0161 455 5408
 - entries@aqa.org.uk

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Further Support

- Direct dial numbers for subject staff – no call centres *(see next slide)*
- Resource banks of materials which support the specification – available now on the AQA website or to order from AQA Logistics Centre
- Online materials from Nelson Thornes

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Contacts

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Becoming an examiner

- Gain insights into how the exams are marked
 - Improve your teaching of the subject
 - Financial remuneration
-
- Apply on the AQA website

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GCSE GENERAL STUDIES

DESIGNING A SCHEME OF WORK

Version 1
Spring 2009

Version 1.0 Spring 2009

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Dr Michael Cresswell, Director General.

DESIGNING A SCHEME OF WORK

The starting point for teachers is the **specification** for the particular year of the examination. This contains the topic area for the case study. (Section 2 Page 5) In addition, the topic area is also posted annually on the **AQA website** prior to the examination. This allows student preparation and research to begin as early as possible. **For 2010 the topic area will be “The surveillance society: Big brother is watching you!”**

Case study material is sent to centres on November 1st of the year preceding the examination. However, the opening of this material and distribution to students is permitted from **March 1st only**.

Therefore, the scheme of work for Unit 1 might be in two sections:

- Work to be done throughout the course, before the release of the material with the aim of providing candidates with an over view of the main topic area and providing them with an understanding of the requirements of each of the AO's. Unit 1 tests all four of the AO's in equal weightings.
- Work to be done after release in preparation for the examination. Remember, teachers will be allowed to discuss material with candidates and should encourage students to do their own research and wider reading around the topic and sources provided.

WORK TO BE DONE THROUGHOUT THE COURSE.

The topic area used for exemplar purposes in this document is the one used in the Specimen Paper, **“Preparing to meet Britain's future energy needs.”**

The main aim here is to offer advice and guidance to teachers rather than to present a prescriptive scheme. Methods of delivery will vary from centre to centre and will reflect the philosophy and curriculum delivery programme of each individual institution. The time allocated for the teaching of this course will vary from centre to centre, however, the suggestions outlined assume an allocation of taught time for GCSE General Studies.

In addition, it might be assumed that there is additional provision to cover a wider programme using links such as tutorials, work experience, PSHE, key skills and citizenship.

A variety of approaches can often be an effective way of delivering General Studies so that students are offered different stimuli. These might include:

- Talks by staff and students
- Brainstorming, debate and discussion
- Use of visiting speakers
- DVD's and other visual stimuli
- Printed matter
- Distance learning sites
- Personal research
- Investigations
- Utilisation of relevant teaching within the KS4 and post-16 curriculum.
- Current affairs, topical events

There is no reason to separate out the work in preparation for the case study from the work for Unit 2. Work done by students for Unit 1 will be relevant in many cases to that needed for all sections of Unit 2. All four AO's are covered in all sections of Unit 2.

For example, the **Unit 2 Specimen Paper** contains questions that require an ability to:

- Understand and interpret information contained in the sources (Section B Q1-3, pages 2-3 of the answer book)
- Cross-reference sources (Section B Q4, page4 of the answer book)
- Exercise judgements and provide evidence to support arguments and draw conclusions (Section C Q5-6, pages 20-21 of question booklet)

Centres are encouraged to use material from previous year's examinations of the legacy specification (Paper 2); even though there are differences between the old Paper 2 and the new Unit 1, the case study material is broadly similar, as are some of the questions. Explanation of the level mark schemes will also aid students understanding and achievement.

SO, WHERE TO BEGIN?

CLASSROOM ACTIVITIES

The topic area is “**Preparing to meet Britain’s future energy needs**”. This clearly comes from the Scientific and Technological Area of Study. (Page 8 of the Specification) Thus it might be worth exploring the most likely themes we might find in the case study sources: *against each of these, you might want to consider what kind of exercises to give the students.*

- **What are the UK’s present energy sources?**
- **Which of these sources are likely to be in short supply in the future?**
- **What are the key environmental issues that are facing the UK?**

- **What are the advantages and disadvantages of the various energy sources?**

- **How is demand likely to change in the future?**

- **Other questions?**

The Resource Bank for this specification suggests a number of likely avenues for exploration, by the teacher at this point, and by the student once the source material is released. Relevant material may often provide excellent stimulus in motivating our students to enhance their awareness of current issues.

Given the widespread availability of access to the World Wide Web, and the extent to which this is now used as a reference source, there is considerable emphasis on web references.

The following would be such possible sources for this particular case study:

- British Nuclear Fuels (www.bnfl.com)
- Friends of the Earth (www.foe.co.uk)
- Greenpeace (www.greenpeace.org)

If there is available a selection of newspapers and magazines through a library, students would find regular articles on energy issues. However, even if this is not possible, the following related websites are recommended.

- www.guardian.co.uk which provides access to “Guardian Unlimited”.
- www.independent.co.uk. (particularly useful for a “for and against” analysis of topical issues once a week)
- www.timesonline.co.uk
- www.telegraph.co.uk
- www.dailymail.co.uk
- www.mirror.co.uk
- www.thesun.co.uk

Further websites are listed in the Resources Bank.

It is obvious at first sight, that use within the classroom might require some adaptation, depending on the abilities of the students. Tabloids may often provide briefer coverage at a more appropriate level. Nevertheless, such material can often provide teachers with the means to make candidates aware of inherent bias, questionable accuracy and alternative views. Given the nature of Unit 1 questions, students can use such information to practice their skills in identifying bias and formulating coherent arguments.

A much more detailed list of sites suitable for a variety of Unit 1 topics can be found in the Teachers resource Bank.

CONSIDER CREATING SIMILAR QUESTIONS FOR THE TOPIC, “THE SURVEILLANCE SOCIETY: BIG BROTHER IS WATCHING YOU!”

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WORK TO BE DONE ONCE THE CASE STUDY MATERIAL IS RELEASED

Ideally students should be guided through all the published case study materials with the aim of both developing understanding of the published information and encouraging students to understand the inter relationship between the various sources. The particular skills regularly tested are the ability to:

- interpret the information contained in each source.
- cross-reference sources and identify different standpoints.
- recognise bias.
- exercise judgements and provide evidence to support arguments and draw personal conclusions.

It is worth emphasising the comments repeatedly made in the various Examiner's Reports of the legacy specification. In 2006, these focused on:

- the need for candidates to show evidence of having carried out at least some research into the wider area of study.
- the need for familiarity with the source material, so that candidates can select material with considerable precision. Many candidates did not use all the useful material available, because they had insufficient time to do so. (remember that candidates are not allowed to take their original copy of the source material into the examination - they will be given a clean copy.)
- the need to justify ideas by supporting arguments with evidence, from the sources and own knowledge. Sometimes, when opinion is offered, it was usually in the form of very basic unsupported assertions such as "we need more energy."
- the need to recognise bias and not take all sources at their face value.
- the need to explore the degree to which possible solutions to any problem could be successful.
- the need for clear conclusions drawn in a logical way.

CLASSROOM ACTIVITIES

With all this general guidance in mind, let us examine the sources in the Specimen Paper, assuming they have just been opened by the teacher.

Consider exercises that students could tackle to enable them to access the sources and prepare for the question paper.

Using Sources 1 to 5 and research

- What can be deduced from the thrust of the information set out in the sources?

- What is the importance of each source?

- How best to extract knowledge, and understand the language used in each source?

- Which sources are likely to show possible bias?

- How can students test the provenance of the sources and possible bias?
- Where could information be obtained to support or challenge the information in each source? e.g. perhaps giving more recent statistics.
- Which sources are likely to be contentious in any way?

- Which sources give contrasting views?

- We know what the actual questions were, but what other questions might have been asked using the same source information? (this enables the teacher to consider likely questions in a “real” situation.)

Concluding remarks

The design of any scheme of work will vary from centre to centre according to the abilities and needs of the candidates. The major focus for Unit 2 should be in teaching the skills required to handle the case study material before its release, and then enabling candidates to extract information and ideas, carry out **some** research, and reach judgements and conclusions as appropriate. However, we cannot, and should not, tell young people what to think and, while examiners have a detailed mark scheme, there is considerable scope for a well-argued and well supported case irrespective of conclusion.

Nevertheless, to reach the higher Levels in each mark scheme, an ability to show some knowledge obtained from outside the sources is essential.



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GCSE GENERAL STUDIES

UNIT 1: THE CASE STUDY

Exemplar Scripts and Commentary

Version 1
Spring 2009

Version 1.0 Spring 2009

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Answer **all** questions in the spaces provided. **SCRIPT A**

- 1 Identify and explain in your own words **two** ways of producing energy for the UK.

Janes Lovelock says nuclear power is the only green solution. We can tell this because he says "we have no time to experiment with visionary energy sources. Civilisation is in imminent danger and has to use nuclear." From this we can tell he has strong belief in his opinion. Source 4 says that we can use and have whatever electricity we want, but we have to learn to value renewables. The source is quite balanced as we can tell from the title "The balance of power". ~~Therefore nuclear~~

(4 marks)

4

Answer **all** questions in the spaces provided.

- 1 Identify and explain in your own words **two** ways of producing energy for the UK.

One way is energy from renewable sources. The wind energy resource in Britain today provides enough energy to power ^{more than} one third of a million households every year. If Britain doubled the number of wind turbines it would meet its targets.

Wave power is one of the best ways for UK to produce energy. This source of energy is always there because we are an island with large tides and many inlets.

(4 marks)

4

2

Using the sources and your own knowledge discuss some of the problems associated with **one** current method of producing energy for the UK.

SCRIPT C

Source 5 thinks energy from windmill farms will add to amount of renewable energy used. If there are enough windmill farms more energy can be produced. Source 5 quotes figures how much energy is generated by windmills. It is proven facts but the government will have to make people build windmills. Also some places are not windy and people think they are ugly!!



M/Jun##/CODE/1

Barcode

Using the sources and your own knowledge discuss some of the problems associated with **one** current method of producing energy for the UK.

James Lovelock believes that all our energy problems can be sorted if we go build more nuclear power stations. He says it is the one safe available source of power. He believes that renewable energy sources such as wind and tidal power only have a small input and so nuclear is much better. Nuclear power does not pollute in the same way as fossil fuels do.

But source four says nuclear power stations take a long while to build from drawing board to production. If the government started to build nuclear power stations now, it would take a long while to finish them. They produce radioactive waste and it is difficult to get rid of. People do not want nuclear power stations next door to where they live. So where do you build them? Lovelock says the fear of nuclear power comes from Hollywood films and the greens, but I think it comes from incidents like Chernobyl. Do we know enough about the dangers of nuclear power?

(6 marks)

SCRIPT E – Standardised Marked Script

LEAVE
MARGIN
BLANK

- 3 In answer to this question you should refer to Sources 1 to 5 as well as using your own knowledge.

Say what you think the future energy needs of the UK might be and how these might be met.

You might consider

- the increasing need for energy
- the contribution that could be made by different energy sources.

I believe in both nuclear power and renewable sources. Renewable doesn't provide enough, but if we used both we could reduce emissions as well as reduce nuclear use, gradually as more and more renewable sources such as solar panels and wind turbines become economically viable for both rich and poor people. People always talk about increasing needs, as more people use cars and computers and other energy products as the years go by. The solution is easy, lower the need. Cutting back could help a lot. Instead of a family sat around a TV, they could be sat around a park. Instead of cars, use bikes, busses, trains and trams. Instead of flying abroad, take a cruise on a ship, the list goes on. The real problem is that energy reliant products are so cheap, everyone has them.

? Nuclear power should be provided, but only so much to each household that way people would use it wisely. The govern-

ment should research electric cars, seeing as
 cars have become widely used, especially in
 big cities such as ^{London} ~~London~~ and ^{Leeds} ~~Leeds~~, where
 the city centres are small and the suburbs are
 extensive, although that is only one solution.
 Places such as Merseyside and ~~the~~ Greater
 Manchester are referred to as conurbations,
 cities surrounded by heavily urban sprawls.
 These towns and cities are so close, that
 busses are widely used instead of cars, a better
 solution would be tram lines and metro links.

Raises several problems + offers solutions

END OF QUESTIONS

13

20

SCRIPT F

- 3 In answer to this question you should refer to **all the Sources (1 to 6)** as well as using **your own knowledge**.

How do you think that the UK could best meet its future energy needs?

I think that the UK could best meet its future energy needs by learning to love all renewables and non-renewables. This is because both renewables and non-renewables have advantages as well as disadvantages, and if we co-operate together, we can meet UK's best future energy needs.

I understand that day in day out from the minute we wake^u till the minute we go back to sleep our lives revolve around renewable energy. But for a fact there is no doubt that renewable energies will play a large part in the future of the world.

We should also learn how to save energy as this will help us in the long ~~to~~ run. Saving energy instead of just wasting it will help benefit us when we need the energy.

Another point in which I feel really strongly about is that we should re-cycle anything and everything possible that we are going to ~~be~~ dispose~~d~~ of as we no longer need it. This will help us with energy.

Another point is that we can be introducing 'wind power' to our lives making life a lot easier and calmer. This is extremely useful as there is no waste products or harmful emissions, from a fuel that will never run out. Wind turbines in the UK help to prevent the emission of over a million tonnes of carbon dioxide while providing sufficient electricity to meet the needs of well over a third of a million households each year. This is a prime advantage of introducing wind power.

Finally, if we all work together and live up to the above expectations; saving energy, re-cycling and introducing wind energy, we would be able to hit the target of meeting UK's future energy needs.

END OF QUESTIONS

- 3 In answer to this question you should refer to **all** the Sources (1 to 6) as well as using your own knowledge.

How do you think that the UK could best meet its future energy needs?

In my opinion, the best chance the UK has of ~~not~~ meeting all of its future energy needs is by amassing all of the renewable energy sources available to it.

As fossil fuels are dwindling in supplies and wreak havoc upon our environment through global warming I think that the UK should cease ~~to~~ use ~~the~~ them. They are too much of a hazard, as shown by the affects of global warming.

As a compromise between a renewable source, yet still creating pollution in the form of nuclear waste, I believe that nuclear power should be used, but in moderation. The downfall of this source is its volatile nature, as shown by the nuclear reactor melt down in Russia in the not too distant past. This means that being an easily used and generally useful source of power, is

frowned upon because of the risks involved and is not very widely used.

The main sources that I believe the UK should draw upon for its energy needs are wind, solar and tidal.

Wind power is already established in the UK, producing 15% of all energy that comes from renewable energy sources.

With a little enthusiasm and funding this could be dramatically increased and could, in turn, be a large contributor to the UK's energy needs.

Solar power is not as well established, although it does hold enormous potential if the technologies used to draw upon this huge resource were more widely available. This source could also become a major contributor, if it was encouraged.

Finally, tidal power. This immense source of energy, regular as clockwork could also become a huge contributor to the UK's energy needs should it become harnessed.

END OF QUESTIONS

COMMENTS

SCRIPT A

LEVEL 1 MARK 2/4

TESTING AO 2/3

- Identifies nuclear and renewables as energy sources, though only by copying from the sources. There is no development of the identified sources, so answer restricted to Level 1.
- The candidate appears to be familiar with the source material and has extracted sentences from it (though many candidates give the impression of being unfamiliar with the source material for Unit 2.)The candidate has to an extent ignored the rubric of the question, which asks the candidate to “**explain in your own words.**”
- Concluding sentence is based on source content not own words.

SCRIPT B

LEVEL 2 MARK 3/4

TESTING AO 2/3

- Identifies wind and wave power, with some development, so answer meets Level 2 requirements.
- In the case of wind power, there is understanding of the means e.g. Wind turbines, but less understanding of how wave power is created.
- Full marks would require explanation of **two** ways.

SCRIPT C

LEVEL 1 MARK 2/6

TESTING All AO's

- Extracts information from sources and identifies wind power as a method of producing energy.
- No development in first five lines, but then simply developed, but rather naïve points about the role of government and unpopularity with some of the public. Reaches borderline Level 1/2
- To score higher, there needs to be evidence of some cross-referencing of sources; with several weeks access to the source material, it is reasonable to expect that candidates will be able to do more than simply extract information from one source.
- There is little development of government's role nor explanation of why people dislike wind power. Therefore a mark of 2 is justified.

SCRIPT D

LEVEL 3 MARK 5/6

TESTING ALL AO'S

- Evidence of use of sources and own knowledge. Identifies nuclear power as a method of producing energy.
- Opening paragraph identifies why nuclear power is a good option, rather than discussing the problems. However, then identifies three problems associated with nuclear power; time-scale of construction, radioactive waste and unpopularity. Some development of first problem but less so for the other two. Suggests Level 2/3 borderline.
- Conclusion merges source information and a little own knowledge (reference to Chernobyl.) Therefore meets Level 3 requirement of cross-referencing and conclusions, though reference to nuclear dangers remain undeveloped.

SCRIPT E STANDARDISED MARKED SCRIPT

LEVEL 4 MARK 13/20

TESTING ALL AO'S

- Evidence of cross-referencing of sources, personal opinion and some own knowledge. Raises several problems and offers solutions.
- Opening page discusses need for both renewables and nuclear options, and also the need for energy saving, even if examples are somewhat simplistic at times. Confused thinking at foot of page re-nuclear.
- Good use of own knowledge on second page, with a firm grasp of issues related to public transport in large conurbations.
- Discussion is limited to non-fossil fuels and ignores any continuing use of fossil fuels in the short-term.
- The use of some additional research and personal opinion, combined with some clear analysis, just lifts the answer into Level 4. A mark at the lower end of the level is justified, however, because the answer is slanted towards saving energy, with less discussion on increasing demand and the degree to which possible solutions could be successful.

SCRIPT F

LEVEL 2 MARK 6/20

TESTING ALL AO'S

- Simplistic points, selects some relevant material but examples are frequently undeveloped. Simple conclusions.
- First page states the obvious, repeating source information without any discrimination e.g. need to save energy and recycle.
- Some useful development on wind power, by more careful selection from sources, raises the answer to Level 2. However, no reference to either continued use of fossil fuels and nuclear power. Some opinion expressed in a simple conclusion.
- No evidence of additional research, while the answer is in Level 2, a mark in the middle of the range is justified.

SCRIPT G

LEVEL 4 MARK 16/20

TESTING ALL AO'S

- Clear analysis based on sources and some research. Personal opinion expressed, clear conclusions expressed, justifies a mark in Level 4.
- Good understanding of the need for a variety of sources. Expresses clear views about the use of the nuclear option and its drawbacks. Some outside knowledge here. Good coverage of the three renewables with some carefully selected material.
- No references to increased energy needs nor saving energy, otherwise a good example of a Level 4 answer. To reach Level 5 an answer must show significant additional research, where appropriate, and draw evidence from a wider range of areas.

QUESTION 3

No suitable script material was available for use in demonstrating standards for this question, because this is a new form of question. However, the principles remain the same as for Q 4, the AO's are identical and in the same proportion. In the case of both questions, candidates will fare better if they show evidence of having carried out additional research. Unit 1 is a case study and the source material is available to candidates two months in advance of the examination.



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GCSE GENERAL STUDIES

UNIT 2: SECTIONS A, B AND C

Exemplar Scripts and Commentary

Version 1
Spring 2009

Version 1.0 Spring 2009

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Dr Michael Cresswell, Director General.

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Section A

Questions A5 and A6

Christian



Jewish



Muslim



Sikh



A5 Led by Abraham about 4000 years ago, these people received the Ten Commandments and set up a temple in their holy city, Jerusalem.

- A Christians
- B Jews
- C Muslims
- D Sikhs

A6 This religion began about 500 years ago and the last great teacher died in 1708. Prayer and meditation play a large part in its teaching and correct articles have to be worn.

- A Christianity
- B Judaism
- C Islam
- D Sikhism

Turn over for the next question

Turn over ▶

Questions A7 and A8

Below are some of the nutritional values for the food served at a fast-food chicken restaurant and the recommended guidelines for the daily calorie and fat intake for men and women.

Per serving	Energy (Kcals)	Protein (grams)	Carbohydrate (grams)	Fat (grams)	Cost
Chicken Piece	260	20	7	15	89p
Chicken Burger	400	28	36	17	£1.89
Chicken Strips	115	8	6	6	£1.45
Chicken Nuggets	159	10	8	10	£1.99
French Fries	330	22	16	20	75p

Recommended daily intake	Men	Women
Energy (Kcals)	2500	2000
Fat (grams)	95	70

A7 What is the smallest number of portions of chicken burgers with french fries a woman would need to eat to exceed her recommended daily intake of both energy **and** fat?

- A** 2 portions
- B** 3 portions
- C** 4 portions
- D** 5 portions

A8 A family orders a selection from the restaurant to take away as follows:

- 2 Chicken Burgers
- 1 Chicken Strips
- 1 Chicken Nuggets
- 4 Chicken Pieces
- 4 Portions of French Fries

There is a deduction of 15% because they take the meal out of the restaurant. The total cost of the meal is

- A** £11.71
- B** £13.78
- C** £14.22
- D** £15.85

Questions A9 and A10

From 1945–1990, among other issues, the Conservative Party stood for Private Enterprise, the Labour Party stood for Nationalisation, the Liberal Party stood for Electoral Reform.

Elections	1945	1951	1964	1970	1974	1979
Winning party	Lab	Con	Lab	Con	Lab	Con

A9 Which party brought coal, electricity and the railway companies into public (state) ownership after wartime damage?

- A Conservative
- B Labour
- C Liberal
- D none of these

A10 Which party was unable to bring about a new system of voting because they lacked governmental power?

- A Conservative
- B Labour
- C Liberal
- D none of these

Turn over for the next question

Questions A11 and A12

The World Health Organisation (WHO)



The WHO's objective, as set out in its constitution, is the attainment by all peoples of the highest possible level of health. Health is defined in the WHO's constitution as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

The WHO is governed by 192 member states through the World Health Assembly. The Health Assembly is composed of representatives from the WHO's member states. The main tasks of the Health Assembly are to approve the WHO programme and budget, and to decide major policy questions.

A11 The WHO is an agency of the

- A Commonwealth.
- B European Union.
- C United Nations.
- D United States.

A12 Which of the following are likely to have a **direct** effect on people's health?







- 1 access to clean water
- 2 better entertainment
- 3 primary schooling for all children
- 4 good sanitation

Answer

- A if 1 and 4 only are correct.
- B if 1, 2 and 3 only are correct.
- C if 2, 3 and 4 only are correct.
- D if all are correct.

Questions A13 to A14

Specialist organisations of the United Nations include

	• International Labour Organisation (ILO)
	• Food and Agricultural Organisation (FAO)
	• International Monetary Fund (IMF)
	• UN Educational, Scientific and Cultural Organisation (UNESCO)
	• World Intellectual Property Organisation (WIPO)
	• International Atomic Energy Authority (IAEA)

A13 The agency which promotes the protection of copyright and patents is the

- A ILO.
- B WIPO.
- C FAO.
- D IAEA.

A14 The agency which sets standards to improve working conditions is the

- A ILO.
- B IMF.
- C UNESCO.
- D FAO.

Questions A15 and A16

The half-life of a radioactive substance is defined as the amount of time taken for the quantity of the material to be reduced to one-half of its original radioactive value.

A15 Carbon-11 has a half-life of 20 minutes.

What proportion of the original radioactivity of carbon-11 will be present after one hour?

A $\frac{1}{2}$

B $\frac{1}{4}$

C $\frac{1}{8}$

D $\frac{1}{16}$

A16 In 2005 a quantity of plutonium would have decayed to $\frac{1}{4}$ the radioactivity it had in the year 45 995 BC. What is the half-life of plutonium?

A 24 000 years

B 45 995 years

C 2 005 years

D 48 000 years

SCRIPT A – Standardised Marked Script

SECTION B

Study the stimulus material provided on pages 18 and 19 of the other booklet.
Answer **all** the questions below in the spaces provided.

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

1 (a) the predicted period from the birth to the death of a human being? **(Item A)**

life expectancy ✓
(1 mark)

1 (b) the organisation which will study the teaching of food technology? **(Item B)**

The Qualifications and Curriculum Authority ✓
(1 mark)

2 (a) Give **two** ways the Government plans to improve the health of secondary school pupils. **(Item B)**

One way is by providing more funding for cooks to buy better, healthier ingredients to use in school meals. ✓

Another way is by making sure 11-14 year olds have compulsory practical food tech lessons. ✓

(2 marks)

2 (b) Give **three** ways in which a child's weight might be influenced by his/her parents. **(Item C)**

• Genetics - 'bad' genes being passed on to the child making them more ~~set~~ prone to weight gain. ✓

• Living in the same environment - children could pick up bad habits from their parents such as watching too much TV. ✓

• Eating the same types of food - Bad eating habits such as a lack of vegetables may be passed on. ✓

(3 marks)

2

2
2

2

3

5
5



3 (a) Explain what would make-up a 'balanced diet'? (Item B)

A balanced diet would be a balanced mix of the following:

- fruit and vegetables - to provide vitamins and minerals ✓
- Carbohydrates such as bread, cereals and potatoes. ✓
- Meat, fish and alternatives - To provide protein. ✓
- Fats, including sugar. ✓
- Milk and dairy foods, for healthy bones and teeth.

Each of these food groups should be eaten throughout the day, focusing mainly on fruit, vegetables and carbohydrates, but also moderately containing the other groups. (4 marks)

4

3 (b) Explain, using examples, what is meant by the term 'public health timebomb'. (Item A)

'Public health timebomb' is a metaphorical phrase used to describe the way that today's youth are in such bad health. As the chairman of the National Obesity Forum has said, child obesity has doubled in the last ten years. If we continue like this, the future of the public, ~~which~~ which lies in today's youth, will be bleak. When these children reach adulthood, they could contract diabetes as well as Cardiovascular diseases. It is these diseases that could lead to a mass premature death of the public, hence the 'Public Health Timebomb'.

(4 marks)

4

8
8

Turn over for the next question



SCRIPT B

4

13-year-old Ross Burden lives with his parents Danny and Jade in a wealthy area of Liverpool. He is an only child and his parents believe that he is very well cared for. However, his mother is becoming increasingly concerned about his health and welfare.

Ross is of average height but his weight has recently risen to 15 stone (95 kg). He has a large appetite, with burger, chips, pizza and chocolate being his favourite foods. In his spare time he enjoys playing computer games, always in the company of his faithful dog, Rusty.

Lately, Ross has begun to experience increased breathlessness so Jade drives him to and from school every day. He rarely participates in P.E. lessons, often preferring to read instead. During the week he has trouble sleeping and attempts to catch up over the weekend by staying in bed until lunchtime.

Both Danny and Jade themselves are significantly overweight.

What advice would you give Danny and Jade to help Ross overcome his weight problem?

In your answer to this question you should use your own knowledge and you may also use information from **Items A, B and C**. Write your answer to this question in continuous prose.

I think they will be able to help Ross by having him do exercise regimens and they pick what he should eat like healthy foods and maybe just have junk food once a week. Also after he has eaten something like a chocolate bar that he does some sort of exercise after it to burn off the calories so he has no extra fat in him off his snack. And they should make sure that he gets some healthy foods when he is at school and not eating rubbish either. He should also take part in sports activities and walk his dog regularly.



Perhaps they should also take him to his doctor's because they will be able to give advice on how he can lose weight a little more easier.

They should also measure that he has a balanced diet of mixed things like vegetables, proteins, carbohydrates and dairys.

If he has a balanced diet then he is more likely to become more fit and be able to lose weight alot more easier.

(10 marks)



Barcode

SCRIPT C

4

13-year-old Ross Burden lives with his parents Danny and Jade in a wealthy area of Liverpool. He is an only child and his parents believe that he is very well cared for. However, his mother is becoming increasingly concerned about his health and welfare.

Ross is of average height but his weight has recently risen to 15 stone (95 kg). He has a large appetite, with burger, chips, pizza and chocolate being his favourite foods. In his spare time he enjoys playing computer games, always in the company of his faithful dog, Rusty.

Lately, Ross has begun to experience increased breathlessness so Jade drives him to and from school every day. He rarely participates in P.E. lessons, often preferring to read instead. During the week he has trouble sleeping and attempts to catch up over the weekend by staying in bed until lunchtime.

Both Danny and Jade themselves are significantly overweight.

What advice would you give Danny and Jade to help Ross overcome his weight problem?

In your answer to this question you should use your own knowledge and you may also use information from **Items A, B and C**. Write your answer to this question in continuous prose.

Childhood obesity is a rising problem in the UK. Recent studies from the National Obesity Forum have shown that almost one in four 11 to 15 year olds are clinically obese. The effects on health in later life may not be apparent to you now, but your son Ross Burden is in danger of contracting many diseases, such as diabetes and heart disease as a result of his unhealthy lifestyle.

There are many simple steps you could take to help Ross on his way to a healthy weight and reduce the risks to his health. The first issue to address is his ~~weight~~ diet. This is obviously the main factor to his overweight-ness.

A diet of burgers, chips, pizza, chocolate and other processed foods is certainly not a balanced diet. Your child's diet should be a healthy mix of fruit, vegetables, carbohydrates, meat, fish, fats and calcium. If you took



just a small amount of time from your day to provide Ross with a healthy, home-cooked meal, it would benefit him in so many ways. You could limit his favourite foods to occasional treats and eventually, he will learn to appreciate healthier and more fulfilling meals.

Also, exercise should be part of his daily routine. Instead of playing computer games, you should be encouraging Ross to get active and get outdoors. 60 minutes a day of gentle exercise such as jogging would get Ross's heart rate up and reduce the pressure on his lungs and heart.

He could perhaps take his evidently loved dog, Rusty, out for a walk. Also, pampering to your son by driving him to school and letting him skip PE is only adding to the problem.

Try to remember that ~~the~~ obesity ^{in children} is often determined by the lifestyle of their parents. So try and lead by example where possible.

(10 marks)



Barcode

SCRIPT D – Standardised Marked Script**SECTION C**

Answer **one** question only, **either** Question 5 or Question 6.

Look at Section C (pages 20 and 21) of the other booklet.

Choose the question you want to answer and shade the box below.

Write the answer to your chosen question in the space below.

Question 5 or Question 6

(a) two problems recently faced by the royal family are both down to religion. First prince Harry was penalised for using the term "P*dkis" in ~~his~~ a reference to a friend.

republican } Then prince Charles was also penalised for calling a friend "sooty".

(4 marks)

(b) Items ~~D~~ D, E, F and G show 4 ~~for~~ different views of the Royal Family.

Item D shows a Royal Family that is out to make money. This is a very ~~controversial~~ controversial view of the Royal Family as it makes them out to be cruel and callous, which goes against



a member of patriots.

E on the other hand shows a traditional view of the monarchs that care for the country.

F also shows a compassionate royal family.

G shows a corrupt and isolated monarchy that are detached from modern people.

(8 marks)

- (c) I feel that this ~~was~~ statement is a very common but controversial view.

The queen and her ~~stately~~ homes bring in a lot of income for this country that ~~will~~ helps to keep the country ~~at~~ working.

On the other hand we have to pay to keep the queen in her ~~residence~~ and have to pay taxes costing common people ~~a~~ money.

~~The~~ Having a monarchy is a sign that we are Britain.



and without it we would be
a small america. 7

On the other hand ~~was~~ the
government already controls
the country so we would not
need the queen to tell us what to do.

The monarchy is the history
of this country and without it
we would lose income to the
country.

In conclusion I disagree
with that statement as with
the increase of tourism to
the country we need the
queen to bring them to our
country and to keep us from
being completely controlled by
the government.

Basic points developed / both sides top 3
of debate attempted
Reasonable structure

(18 marks)

13
30



SCRIPT EAreas outside
the box will not
be scanned for
marking**SECTION C**Answer **one** question only, **either** Question 5 or Question 6.

Look at Section C (pages 20 and 21) of the other booklet.

Choose the question you want to answer and shade the box below.

Write the answer to your chosen question in the space below.

Question 5 or Question 6

(a) One problem recently faced by the Royal Family is the controversial issue of the bear skin hat worn by the Queen's guards as it raises issues of cruelty to animals and the extinction of endangered species. Another problem recently faced by the Royal Family is the amount of money the Royal Family is receiving from the British taxpayer and the effect this has on the economy.

(4 marks)

(b) In one respect, the Royal Family are presented by the British media as an icon of the nation, a family to be proud of and a signature British trademark. In another respect, they are presented as a typical "old English" family, who hunt for sport and continue outdated, ~~controversial~~ controversially immoral traditions. The media also present the Royal Family as one aware of not only national, but global issues.



such as famine and poverty in third world countries and are making an active effort to help. Finally, the British media present the Royal Family as an outdated "system" who ~~accumulate~~ profit more money than they are worth.

(8 marks)

- (c) There is a strong argument to keep the monarchy in the UK. For a long time, the monarchy has been seen as a tradition British icon. They are often seen by foreign nations as the watermark of Britain. The monarchy attract much tourism - thousands flock to Buckingham Palace every year to be photographed outside the Queen's home. The Royal Family also do great good in society - the Prince's Trust has helped hundreds of young people in need. Without the monarchy, Britain would lose many of ~~the~~ its classic traditions.



the Queen's speech, guards, coronation.
However, it can be argued that the
abolition of the monarchy would be
bring positive changes to Britain. The
monarchy are notorious for profiting
from taxpayers money without a
monarchy, British tax could be put
to greater use, or even reduced.

The Royal Family can also be seen
as an outdated, archaic tradition.
There has been much protest over the
sports such as hunting that the
family participate in. It could be
viewed that the Royal Family are
supporting animal cruelty, and are
setting a bad example for the rest
of the nation.

In conclusion, although there are
many issues to be considered with
the continuation of the British
monarchy, ultimately they are the
the (arguably), the staple of Britain,
and without them, Britain would lose
not only some of the best classic
British traditions, but a much loved

(18 marks)

30



89

Areas outside
the box will not
be scanned for
marking

family that has been around for
generations, and will hopefully
continue for generations to come

(18 marks)

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30

INSERT TO Jun##/CODE/2



Barcode

SCRIPT F – Standardised Marked Script**SECTION C**

Answer **one** question only, **either** Question 5 or Question 6.

Look at Section C (pages 20 and 21) of the other booklet.

Choose the question you want to answer and shade the box below.

Write the answer to your chosen question in the space below.

Question 5

or

Question 6

(a) - Because their might not be a library locally for people to go to.

- And most people don't have any reasons to go to the library because they usually buy the books or borrow them off a friend, or use the internet and nearly everyone has the computer and internet at home.

(4 marks)

(b) They could celebrate new events at the library by doing lots of different things such as having authors come in and read their books to them.

Or all the new movies that are out they could rent them out cheap.

3



They could also have special times for young children to go in and be read to and play with all the toys and borrow the books and things.

(8 marks)

(c) For the government funding I think the money be raised was a good idea because we need more people to take a better interest in their public libraries.

Then they will have more interests in books as well, which is good for young people.

Each year the libraries are coming more and more ~~pop~~ unpopular, because less and less people ~~are~~ are reading books and have their own computers with internet. With the extra money it can be helped to try and make the libraries more popular to the young peoples eyes,

3



by doing things like getting more computers, new books. And also making the library more popular by doing modern things and replacing all the old furniture, and making the outside more nicer and appealing to people.

Against the government funding I think that the government is spending far too much money on our libraries less people are going and they aren't that appealing it is just a waste of money.

There are plenty of other things the government can spend it's money on, like going to popular businesses.

We are in the middle of a very big credit crunch every penny counts, wasting the money like that on libraries will resolve in bad cases like higher taxes and businesses that really need our money doing things like that is just a big waste. We are wasting all our money on nothing.

some balance

3 9

(18 marks)

15
30

Reasonable answer with some balance

Simplistic - but some dev points offered - quite well written



SCRIPT G

SECTION C

Answer **one** question only, **either** Question 5 or Question 6.

Look at Section C (pages 20 and 21) of the other booklet.

Choose the question you want to answer and shade the box below.

Write the answer to your chosen question in the space below.

Question 5

or

Question 6

- (a) One reason people do not use libraries is because it is deemed 'un cool'. ~~Too~~ ^{deemed} young people today are often concerned by stereotypes and concerned by what people think of them. If a library is not an exciting place to be, young people will avoid it.
- Also, people today would prefer to spend their time other ways such as socialising, or spending time with friends.

(4 marks)

- (b) Libraries could attract more users by shedding the 'boring', 'stuffy' and 'un-cool' image that they have acquired over the years.
- They could try to appeal more to the younger generation by providing more facilities. There could be youth clubs that are held in the libraries, that also centre around the theme of reading and books, but also provide a place to socialise.



(8 marks)

- (c) Reading is an important aspect of everybody's lives. Whether it be as part of a job, or simply reading at home, ^{most} ~~everyone~~ ~~wants to read~~ people like to read. Where better to read, some would say, than a library? This is obviously the opinion of the government, as they have increased their funding of libraries by 5% to £156m.

Is this a good idea? On the one hand, yes. Libraries can provide excellent reading material for all ages and tastes. One trip to the library can be a cheap way to find hours of entertainment, getting lost in a book. In this economical climate, with ~~the~~ most people feeling the credit crunch, a lot of people are embracing cheap entertainment alternatives. Such as this, therefore, ~~a~~ ~~offer~~ sufficient funds for libraries to keep successfully running, could be a small gesture ^{from the government} ✓



towards easing the country's financial strain. Also, it is the youth of today that should be kept in mind whilst debating about libraries. ~~Some~~ ~~negative~~ With such a negative attitude towards young people in today's media, getting our children back into libraries could be the way forward. Instead of loitering on street corners or vandalising the local community, teenagers could be spending time educating themselves through the means of literature and the internet - all ~~in~~ ⁱⁿ a safe and fun environment; a library.

On the other hand, I am sure many people would disagree with the ~~country~~ government's decision. As I have already mentioned, ~~the~~ the world's economy is in a fragile state, surely this money would be better spent in different ways? What about by helping our nation's banks get back into the black, providing us with a secure knowledge that our hard earned money is in safe hands. Libraries can be seen as an unnecessary way of ~~a~~ frivolously spending our beloved country's precious money, purely for entertainment value. Is it really worth it?

(18 marks)

30



COMMENTARIES

Section A OTQ examples

Key List

A5	B
A6	D
A7	B
A8	A
A9	B
A10	C
A11	C
A12	A
A13	B
A14	A
A15	C
A16	A

COMMENTS – Sections B

Script A

Fully detailed answers provided throughout.

Questions 1 & 2 were answered with additional details provided; however bullet point responses would have attracted appropriate credit.

Question 3 (a) & (b) were again answered in detail with the appropriate explanation being offered, thus gaining full credit.

In Qu 3a the student utilised source material fully.

Qu 3b indicated a very good understanding of the term ‘public health time bomb’, supported by excellent examples.

Script B

Level 2 – Mark 6/10

A reasonably well developed answer with quite good use of stimulus material. Ideas are communicated quite well with some development attempted.

SPG reasonable.

Script C

Level 3 – Mark 10/10

A very good introduction. Fully detailed response utilising both the stimulus material and the students own ideas. These are clearly explained and generally developed.

Overall a well communicated and balanced response.

COMMENTS – Sections C

Script D

The Monarchy

Overall Mark 13/30

- a) One explained point regarding racist remark – then repetition. (2 Marks)
- b) A basic answer displaying limited knowledge. One point with some with minimal development. Two other points lifted from the sources but no development. (2 Marks)
- c) Reasonable response, some attempt at using the source material and the students own ideas.
Development rather weak but attempted.
Both sides of debate covered, with some structure evident.
SPG reasonable. Level 3 (9 Marks)

Script E

The Monarchy

Overall Mark 27/30

- a) Initial extended point credited. The second point re ‘finance’ was somewhat vague but did attract some credit. (3 Marks)
- b) A good response showing understanding of key points. However development of issues raised appears somewhat variable.
Very well communicated. Level 3 (6 Marks)
- c) Excellent response, very well structured with a wide range of developed points covering both sides of the debate.
A degree of sophistication is evident.
Conclusion demonstrated a personal perspective. Level 5 (18 Marks)

Script F

Libraries

Overall Mark 15/30

- a) Overall developed point, other introduced but lacking extension. (3 Marks)
- b) Relevant points but development quite limited.
Poor structure. Level 1 (3 Marks)
- c) A reasonable answer with some quite well, developed points.
Structure attempted with both aspects of the question attempted.
At times a little simplistic. Level 3 (9 Marks)

Script G

Libraries

Overall Mark 20/30

- a) Two well developed points re image of libraries. (4 Marks)
- b) Very basic response. Two points offered with limited development. Limited knowledge. No use of source material. Level 1 (2 Marks)
- c) A good response, displaying a clear range of well developed points. Both sides of the required debate covered, slight bias towards 'pro-spending'. Reads well. However, overall conclusion offered. Level 4 (14 Marks)

An Example of an Interdisciplinary approach to General Studies Teaching

(A) Choose a wide topic area

- Set a class activity whereby students are required to approach this topic area from different perspectives, ultimately leading to a multi-faceted view of the issue or identified question.
- Encourage students to utilise their research based upon both an agreed range of points and additionalities based upon their own views or expertise.
- Research may be carried out both within the classroom and at home. The published AQA General Studies resource list may provide a range of related resource materials which may prove of use alongside web based research.
- Extended discussion of student generated evidence should lead to an extended overview of the original question, leading to an agreed, balanced sophisticated conclusion.

Example Question

To what extent is the Internet affecting today's complex society?

Learning Outcomes

By the end of the group research project students should be able to identify the key effects of the internet on society both in terms of positive and negative impacts. In addition, students should be able to view these effects in terms of possible future changes within society.

TASK

- Assuming a class of 28 students - Years 10, Year 11 or within the Post 16 area.
- The class is to be split into 7 groups of 4 students.
- Each group is given the task of developing a PowerPoint presentation lasting between 4-5 minutes (or longer depending on the ability level of the group). The presentation may take the form of TEXT, PICTURES or VIDEO, or a combination of all three. The presentation must be verbal supported by the PowerPoint.
- Research by each group must include material from additional sources alongside internet generated evidence.
- Key guidance must be given to each group as a basis for research with every encouragement for students to present their own viewpoints.
- Appropriate time guidelines re research, PowerPoint completion and presentation should be given; possibly two periods per aspect may be required.
- The summative learning outcomes may well be in the form of an 'Internet Wall' Present/Future - with each student selecting their three key points to display via 'post it' provision.
- It should be noted that the classwork here may form the basis of project work that may be of use in other curriculum areas, or in turn utilise research initiated elsewhere within the student curriculum.

Suggested Research Areas with Respect to The ‘Internet’s Affect on Society’

(1) The Impact on Business

- Range and types of businesses available on the Internet.
- Online shopping? Changes?
- Holiday/travel bookings available.
- National/International sales.
- Which jobs may have declined because of the Internet?
- Which may have grown or been created due to the Internet?
- Homeworking?

(2) Communication via the Internet

- Person to person systems.
- Business to person systems.
- Extended technologies eg SKYPE.
- Global instant news coverage.
- Lack of political control on what is being communicated.
- Global TV access
- Entertainment downloading

(3) The Impact on Socialisation

- Extended personal links, local, national, global.
- Reliance upon ‘technological friends’.
- The growth of ‘Virtual Worlds’.
- Changing habits of individuals eg the decline in ‘play’ or ‘exercise’ for the young replaced by internet usage.
- The Government extension plans for ‘broadband for all’?
- Identity theft.

(4) The Impact on Education

- Facility for life long learning.
- One line training - extended qualification routes - degrees online?
- Extensive educational use.
- Reliance upon internet information as being accurate? Who verifies?
- The availability of public information eg examination board resources.
- Internal school control systems.
- Copying other peoples work from the internet.

(5) Control of the Internet

- Who controls Internet content?
- What happens within other countries eg China?
- Should we be totally free to use a 'free resource'? Security? Pornography?
- Who would finance 'Control Systems'?
- Is your use checked and recorded by anyone? Are records kept?
- Parental control systems, required? effective?
- Spyware, external intrusion or copying of personal computers.

(6) How is the Internet Financed?

- The role of advertising.
- The development of membership pay sites.
- Broadband provision costs? /usage costs?
- Business sites.
- The growth of media related pay sites.
- Use by political or religious groups.

(7) The future of the Internet

- Overdependence by individuals or businesses, what happens when problems arise?
- Full national access - desirable? - possible?
- Mobile expansion to link in with new technologies.
- Future domestic media provision - eg TV online?
- Inclusion of the 3rd World. Who pays?
- Future Government control on key areas.

Using the study of such a contemporary issue as 'the Internet' will emphasise the inter-relationship between the Area of Study published by AQA within the GCSE specification. The areas utilised here include:

- | | | |
|------------------------------|---|------------------------------|
| ▪ Information technology | } | Scientific and Technological |
| ▪ Technological Developments | | |
| ▪ Impact of Change | | |
| ▪ Individual Responsibility | } | Social and Ethical |
| ▪ Social Diversity | | |
| ▪ Censorship | | |
| ▪ Local, National Politics | } | Political and Economic |
| ▪ World Trade | | |
| ▪ Media | } | Artistic and Cultural |
| ▪ Advertising | | |