



**General Certificate of Secondary Education**

**General Studies**

**Unit 2**

**SPECIMEN Mark Scheme**

*XXXX examination - June series*

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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# GCSE General Studies

## Unit 2

### SECTION A

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

1	A	11	D	21	B
2	C	12	C	22	B
3	B	13	A	23	C
4	B	14	D	24	C
5	A	15	A	25	D
6	B	16	B	26	B
7	A	17	D	27	D
8	C	18	C	28	B
9	B	19	B	29	D
10	B	20	D	30	A

#### Distribution of Assessment Objective marks across Unit 2 Section A

Question	AO1	AO2	AO3	AO4	Total
1 - 30	8	14	5	3	30

## SECTION B

- 1 (a) life expectancy (1)
- (b) Qualifications and Curriculum Authority (QCA) (1) **(2 marks)**
- 2 (a) Two from four points identified
- practical cooking lessons / cooking healthier
  - banning sweets and junk food from canteens
  - improving school meals
  - educating young people to understand links between poor nutrition and obesity
- (1 mark for each – no explanation required) **(2 marks)**
- (b) Three from four points identified
- genetically from their parents
  - living in the same environment as their parents
  - eating the same food as them
  - providing opportunities for sleep
- (1 mark for each – no explanation required) **(3 marks)**
- 3 (a) Food and drink consumed should be in the correct proportions on a daily basis.
- Simple comment plus examples from text within Item B (2 marks)
- Extended comment plus examples from:-  
Carbohydrates, proteins, fats, vitamins, mineral salts, fibre (4 marks) **(4 marks)**
- (b) Two points explained or exemplified for full marks
- something that will probably happen in the future that will affect many people in society
  - continuing rise in levels of obesity will result in shorter life expectancy / twice as likely to die before fifty. **(4 marks)**

**Levels Mark Scheme for Question B4**

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 will impede understanding.
Level 0	0	No valid response or relevance to question

**B4 Advice given to the parents could focus upon the following:**

- Seek medical guidance / advice – family GP etc.
- Attempt to change Ross’s diet to a more healthy balanced approach – linked with what he may enjoy eating and drinking
- Encourage Ross to take more exercise – initially walking the dog? – discussed involvement within school PE lessons – walking to school?
- Change evening activities – especially computer games before bedtime could be stopped – thus aiding his sleep
- Change of weekend activities to encourage Ross to become more involved in activities within the locality
- Danny and Jade to examine the ‘family food pattern’ alongside their own example to Ross
- Perhaps decide upon a family weight loss regime – together
- Utilise guidance from appropriate professional support to organise a fully supportive programme to aid his weight loss targets within the home.
- Maintain the programme over time so that Ross does not regain weight that was lost.

**Any other reasonable suggestion should be considered and appropriately awarded.**

**(10 marks)**

**Distribution of Assessment Objective marks across  
Unit 2 Section B**

Question	AO1	AO2	AO3	AO4	Total
<b>1(a) – (b)</b>	-	2	-	-	2
<b>2(a) – (b)</b>	2	-	3	-	5
<b>3(a) – (b)</b>	1	1	3	3	8
<b>4</b>	2	1	3	4	10
<b>Total</b>	5	4	9	7	25

## SECTION C

### Level Mark Scheme for Questions C5(b) and C6(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 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.
Level 0	0	No valid response or relevance to question

### Level Mark Scheme for Questions C5(c) and C6(c)

N.B. Candidates responding to only one part of Question C5(b) or C6(b) should not be awarded a mark higher than 11 (Level 3).

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 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.
Level 0	0	No valid response or relevance to question

**C5 (a) Two problems faced by the Royal Family**

- Continuing controversy surrounding the life and death of Princess Diana. Her role with the Royal Family, her subsequent divorce and the suspicions surrounding her fatal accident
- Continuing controversy regarding the heir to the throne, Prince Charles. His divorce from Diana and remarriage to Camilla Parker-Bowles. In addition Prince Charles has initiated public debate on a wide range of issue
- The divorce of Prince Andrew and the subsequent media coverage surrounding his family
- The continual media attention of Princes William and Harry as they are developing their own lives – university, army, relationships, charitable work etc.
- Press coverage of the lifestyle and public mistakes attributed to the Duke of Edinburgh
- The death of the Queen Mother – often regarded as the linchpin of the Royal Family.

Any other valid points

Two problems explained

**(4 marks)**

**C5 (b) *Refer to Level Mark Scheme on page 6 when awarding marks***

**Different ways in which Monarchy / Royal Family portrayed by media**

- Factual reports on aspects within all areas of the media
- TV documentaries, emphasising positiveness
- Newspaper / magazine articles reflecting analysis of some aspect of Royal life, e.g. finance, political role etc. Balance may be attempted
- Sensationalist media coverage focusing on issues related to key members – emphasis on controversy
- Films depicting aspects of Royal Family e.g. The Queen – emphasis on writer / directors views
- Humour / satire via TV / newspapers / magazines etc. seeking to ‘make fun’ of individuals or events involving the Monarchy, Royal Family – possible controversy may occur
- Internet sites providing an orchestrated view of the Monarchy / Royal Family – may be positive or negative.
- Traditional events broadcast live on TV to the nation emphasising UK traditions, marriage of Prince Charles to Diana, Trouping of the Colour etc.

Any other valid points

**(8 marks)**

**C5 (c) Refer to Level Mark Scheme on page 6 when awarding marks**

**For the Monarchy**

- Tradition and culture – national symbol of the UK recognised throughout the world
- Important political role still exists – despite reduced form
- Power of royal opinion still important for many of the general public
- Major tourist attraction both domestically and internationally
- Politically neutral role of Monarch crucial, acting as a balance between UK political parties
- Positive role promoting UK businesses both at home and abroad
- Pivotal role within the Commonwealth of Nations
- Monarch remains Head of State within some countries abroad
- An alternative elected Head of State may be very difficult to agree upon
- Monarch and Royal Family are a significant employer throughout the UK
- Branding linked to the Monarchy is a strong advertising technique
- As a result of recent financial changes to the Civil List and the Queen's income tax bill, the Monarchy is now more cost effective
- Key role within Armed Forces, Police etc.
- Head of Church of England – key religious role
- Key roles of Monarch and Royal Family within wide range of charitable organisations.

**Against the Monarchy**

- Monarch often viewed as out-of-touch with the needs of today's society
- Monarch may represent a continuation of the class system within the UK, not suited to today's society
- Politically time for a change – especially as succession is not democratic relying upon birthright
- Active role of Monarchy is steadily diminishing
- Expensive to support from government funding – especially family members within the Civil List
- Government funding could be spent more effectively elsewhere e.g. NHS, education etc.
- Controversial financial support to a family which is already very wealthy in its own right
- Continual media controversy surrounding key Royal Family members causing negative public image – negative role models?
- Questions posed regarding the actual job roles of the Monarch and the Royal Family
- Present Monarch still in post despite being past the national retirement age
- Viewed by some as an obstruction to political progress within a democratic society.

Any other valid points

**(18 marks)**



**C6 (a) Two reasons why people do not use libraries**

- Location of library may be difficult to access by the customer
- Image of traditional library may prove detrimental to some customers (teens to early 30s)
- Effect of home media – TV, DVDs, games etc. on younger customers
- Research may be carried out at home via computer software or Internet usage
- Rules and regulations of facility in terms of joining and subsequent borrowing charges
- Opening/closing times may prove problematic
- General apathy – libraries viewed as for others to utilise.

Any other valid points

Two reasons explained

**(4 marks)**

**C6 (b) *Refer to Level Mark Scheme on page 6 when awarding marks***

**Explain ways libraries could attract more users**

- Modernise the facility so that it becomes more customer friendly and attractive to all
- Develop Internet usage that is either free or at a very low rate
- Continually update film (DVD) and music loan provision
- Review all hire prices to reflect the supporting nature of the facility for the community
- Encourage local schools – especially primaries to become involved in special events within the library
- Utilise areas within the library for local displays e.g. art, photography etc.
- Review opening times to encourage maximum usage
- Liaise more with secondary schools / colleges to provide support facilities / resources etc.
- Develop foreign language resources to aid new arrivals into the local community
- Designate staff to work with key customer groups and develop their usage.

Any other valid points

**(8 marks)**

**C6 (c) Refer to Level Mark Scheme on page 6 when awarding marks****For library funding**

- Encourage general public to read by providing comprehensive range of books
- Support the local community by becoming a central resource for a variety of related products
- Provide meeting rooms for community projects e.g. adult reading classes
- Support all aspects of local education by providing suitable material for loan
- Develop outreach work, both in terms of schools and the wider community by providing transported materials
- Provide a comprehensive range of materials available to all – especially those marginalised through disability or ethnicity
- Provide research facilities, electronically (Internet, micro-fiche) or hard copy (books, magazines etc.)
- Provide public Internet access.

**Against library funding**

- Library focus moving away from book provision to related products – DVDs, music etc. thus failing to serve main reason for government funding support
- Specialist books are generally very expensive – but may be only utilised by a few people
- General books publications have become cheaper thus encouraging individual purchase
- Minority of local population will use the facility
- Difficult to measure cost-effectiveness
- Loans to public either cheap or free, thus service not paying for itself
- Theft of core products problematic
- Diversification into other products etc. may affect local businesses in a negative way
- Home Internet usage for research purposes may affect study support function
- Low priority for government support compared to essential services therefore funding could be better utilised.
- Image of facility often negative, thus hampering customer growth.

Any other valid points

**(18 marks)**

**Distribution of Assessment Objective marks across  
Unit 2 Section C**

Question	AO1	AO2	AO3	AO4	Total
5, 6 (a)	1	1	1	1	4
5, 6 (b)	2	1	2	3	8
5, 6 (c)	5	2	4	7	18
<b>Total</b>	<b>8</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>30</b>