

## **General Studies**

Advanced GCE A2 7831

Advanced Subsidiary GCE AS 3831

### **Mark Schemes for the Units**

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**January 2007**

**3831/7831/MS/R/07J**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 870 6622  
Facsimile: 0870 870 6621  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

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**Advanced Subsidiary GCE General Studies (3831)**

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**Mark Scheme 2961  
January 2007**

### Guidance for Examiners

Use the following annotations. **Do not use ticks in Section B.** In any one script you are not expected to use all of these.

<b>Yes</b>	recognises a point worthy of credit
<b>Dev</b>	a developed point or development of a point
<b>No</b>	a content error
<b>NAQ</b>	not answering the question
<b>eg</b>	appropriate example
<b>Sp/G/Eng</b>	spelling, grammar and language error; you are not expected to correct all of them
<b>(....)</b>	indicates a choice or a key phrase
<b>D</b>	description
<b>R</b>	reason
<b>Rep</b>	repetition, often of the question

### Stages to an essay mark

Read and annotate the candidate response.

Review your annotation, even count up the points if it helps to be consistent, and then consider in which band the answer is located.

Consider its position within the band and a possible mark. Fine tune the mark by thinking about Assessment Objectives.

Write a one or more line comment reflecting the AO statements.

eg	AO1	good knowledge very limited knowledge and eg
	AO2	clearly written inaccurate Spg
	AO3	examples given
	AO4	personal experience relevant restricted personal experience

Enter the final mark in a circle.

## Generic Mark Scheme for 10 mark questions in Section B

Band	Level Descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	9-10
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge</li> <li>show a good understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	7-8
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge</li> <li>show an understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way</li> <li>use a range of the rules of grammar, punctuation and spelling with facility.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently</li> <li>develop reasoned arguments and draw conclusions on the evidence.</li> </ul>	
Band 3	The candidate demonstrates the following abilities where appropriate to:	5-6
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge</li> <li>show an adequate understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly, using some specialist vocabulary with facility</li> <li>use some of the rules of grammar, punctuation and spelling with facility.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation</li> <li>develop arguments and draw conclusions.</li> </ul>	
Band 4	The candidate demonstrates the following abilities where appropriate to:	3-4
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of knowledge</li> <li>show a modest understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary</li> <li>use some rules of grammar, punctuation and spelling.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation</li> <li>develop limited arguments and draw limited conclusions.</li> </ul>	

Band 5	The candidate demonstrates the following abilities where appropriate to:	1-2
AO1	<ul style="list-style-type: none"><li>• select, use and integrate some knowledge</li><li>• show a restricted understanding of the concepts involved.</li></ul>	
AO2	<ul style="list-style-type: none"><li>• communicate with little clarity using occasional specialist terms</li><li>• use poor grammar and punctuation and inaccurate spelling.</li></ul>	
AO3	<ul style="list-style-type: none"><li>• undertake poor analysis of issues, problems and evaluation</li><li>• recognise arguments and conclusions.</li></ul>	



## Generic Mark Scheme for 40 mark questions in Section B

Band	Level descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	36-40
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge</li> <li>show a good understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence.</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very good awareness of the differences between types of knowledge</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	31-35
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge</li> <li>show an understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way</li> <li>use a range of the rules of grammar, punctuation and spelling with facility.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence.</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate good awareness of the differences between types of knowledge</li> <li>have a good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 3	The candidate demonstrates the following abilities where appropriate to:	25-30
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge</li> <li>show an adequate understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate clearly, using some specialist vocabulary with facility</li> <li>use some of the rules of grammar, punctuation and spelling with facility.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation</li> <li>develop arguments and draw conclusions.</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate awareness of the differences between types of knowledge</li> <li>have a grasp of the limitations of the different types of knowledge.</li> </ul>	

Band 4	The candidate demonstrates the following abilities where appropriate to:	16-24
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge</li> <li>show a modest understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary</li> <li>use some rules of grammar, punctuation and spelling.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation</li> <li>develop limited arguments and draw limited conclusion.</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge</li> <li>have a restricted grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-15
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge</li> <li>show a restricted understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms</li> <li>use poor grammar and punctuation, and inaccurate spelling.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation</li> <li>recognise arguments and conclusion.</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very limited awareness of the differences between type of knowledge</li> <li>have a very restricted grasp of the limitations of the different types of knowledge.</li> </ul>	

## Generic Mark Scheme for 25 mark questions

Band	Level descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	23-25
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop complex reasoned arguments and drawn sound conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a very good awareness of the differences between types of knowledge;</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	19-22
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a good awareness of the differences between types of knowledge;</li> <li>have a good grasp of limitations of the different types of knowledge.</li> </ul>	

Band 3	The candidate demonstrates the following abilities where appropriate to:	15-18
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly, using some specialist vocabulary with facility;</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate an awareness of the differences between types of knowledge;</li> <li>have a grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 4	The candidate demonstrates the following abilities where appropriate to:	10-14
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some relevant knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge;</li> <li>have a restricted grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-9
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation, and inaccurate spelling.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very limited awareness of the differences between types of knowledge;</li> <li>have a very restricted grasp of the limitations of the different types of knowledge.</li> </ul>	

## Section A

Assessment Objectives Balance				
Sub Section	AO1	AO2	AO3	AO4
A1 – A3	19	5	19	7

## Indicative Content

Source 1

- 1 (a) (i) Give **two** characteristics of what Betty might regard as a ‘formidable teacher’, such as Miss Fox [line 1]. [4]
- serious nature with little or no sense of humour
  - conservatively dressed
  - commanding/loud/over-powering voice
  - strong personal presence
  - offered and deserving respect.

These are suggestions and may be supplemented by reasonable alternatives offered by the candidates. Allow **one mark** for each characteristic with a further mark available for development. Use **C1**, **C2** to indicate characteristics and **D** for development.

- (ii) By considering the phrase ‘the school belongs to all the girls not just one’ [line 3], give **two** examples of how any school might try to promote shared values. [6]
- a common set of rules for all irrespective of age or sex
  - working together on whole-school projects (for the wider community or charities)
  - helping each other through support groups (‘buddies’)
  - school committees and councils/dialogue between staff and students
  - the use of whole school assemblies.

These are suggestions and may be supplemented by reasonable alternatives offered by the candidates. **One mark** for example with **two marks** available for development and supporting material:  $(1 + 2) \times 2 = 6$ . Use **Eg1**, **Eg2** to indicate examples and **S** for development or support.

- (b) With reference to beliefs and values, explain, in your own words, the phrases:
- (i) ‘a good basic education’ [line 4] [2]  
The quality of teaching was good [1] in the essential elements of education [1] which might mean reading, writing, and arithmetic (or the 3 Rs) [1]. This might be seen as the basis of a start in life [1] or enough to get a job [1] at a time when employment was difficult to find [1].
- (ii) ‘pillars of society’ [line 7] [2]  
Teachers were highly regarded/considered examples of model citizens [1] and well-thought of in the community [1]. They were treated with respect/revered/looked up to [1] by everyone irrespective of status [1].

- (c) Suggest **two** ways in which Betty's school might be different from your own in terms of the beliefs and values that it promotes. [4]

Possible choices might include:

- class size
- curriculum
- discipline
- staffing
- activities.

Essentially the differences will refer to changes in British culture and any answers which reflect this are valid and should be credited. The differences must be related to 'beliefs and values'. **One mark** for each difference plus **one mark** for supporting material or development.

(1 + 1) x 2 = 4. Use W1, W2 to indicate ways and D for development or support.

### Source 2

- 2 (a) Suggest and explain **one** reason for the way George's friends reacted to his news [line 9]. [3]

- they thought he was joking and probably a dreamer as they never would think that anyone from their background would be able to do such a thing
- their reaction implies that George may have done this before and that they are tired/bored with his dreaming.

Candidates may offer a reason related to their own experience. Use R for reason and D for development or support.

- (b) Give **two** reasons why George's father acted as he did. [4]

- though he believed in his son's talent he needed to consider a fall-back position
- few people succeeded in making their dreams come true
- agents and managers can be unreliable and unscrupulous and therefore George could end up with nothing
- there are future prospects with a trade and the possibility of a life-long career
- in their culture, a trade brought respect whereas the alternative was uncertainty.

These are suggestions and may be supplemented by reasonable alternatives offered by the candidates. **One mark** for reason with **one mark** available for development and supporting material: (1 + 1) x 2 = 4. Use **R1**, **R2** for reasons and **D** for development or support.

(c) Leaving school is a major event in anyone's life. With reference to each of the following groups of people, suggest at least two ways, positive or negative, in which each might influence your beliefs and values as you finally leave school.

- i) Family.
- ii) Friends.
- iii) Teachers.

[25]

This question presents the opportunity to introduce a variety of interesting and contrasting viewpoints which may be deemed speculation or the result of personal experience. There are many possible answers and examiners are instructed to use their discretion and professional judgement when assessing candidates' responses. Three groups of people, two ways for each with additional marks available for examples and/or support. Use + for positive, – for negative, and D for development, example or support.

Examples:

	<b>Positive</b>	<b>Negative</b>
<b>Family</b>	<ul style="list-style-type: none"> <li>• parents might want their offspring to follow in their footsteps and reflect their own success</li> <li>• parents encourage their bright children to aspire to the success that they could never have due to their culture/era/social status</li> </ul>	<ul style="list-style-type: none"> <li>• parents might try to force their children to follow a family tradition (the armed forces/law/medical profession) against their will</li> <li>• parents may try to force their children to give up their studies as they need them to work to support the family</li> </ul>
<b>Friends</b>	<ul style="list-style-type: none"> <li>• having friends with common academic aspirations is always a positive influence on a student</li> <li>• if there is uncertainty in what to do after leaving school, friends can be less detached and more receptive to open discussion</li> </ul>	<ul style="list-style-type: none"> <li>• friends with no ambition can be a strong influence on a student with prospects simply through peer pressure</li> <li>• the forming of close relationships in the mid - teens can cause a student to lose any sense of objectivity when making choices</li> </ul>
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• teachers are in touch with the latest movements in education and the world of work so they are able to supply compelling information that is largely based on fact</li> <li>• teachers can refer to case-studies and offer advice that will be trusted because of a relationship built up over many years at school</li> </ul>	<ul style="list-style-type: none"> <li>• teachers base their advice on tangible academic indicators and perhaps do not really know the 'real you'</li> <li>• teachers do not understand or appreciate family traditions and cultural demands placed on a student</li> </ul>

Though grouped as positive and negative there is no extra or reserved credit for mentioning both sides. The table gives some indication of possible approaches and examiners are asked to use their professional judgement in the awarding of credit for alternative answers.

Use the 25 mark, 5 band mark scheme when assessing candidates' work. The following descriptors are a simple guide to where a response may fall:

**Band 1** answers will include at least two ways of influence from each of the groups which are supported and/or exemplified in a coherent and concise form.

**Band 3** answers will be imbalanced, contain less than two ways for each group and lack the detail and support to produce a clear response.

**Band 4** answers will either omit one group completely or focus on one group whilst making brief reference to the other two. The response will consist of simple statements as opposed to developed arguments.



## Section B

- 3 (a) Outline three reasons some people might give for their belief in one of the following:

Extra-terrestrial Life  
The Supernatural

[10]

Assessment Objectives Balance				
Sub Section	AO1	AO2	AO3	AO4
	4	2	4	

**Indicative content**

Belief might include investigation through, and the positive or negative outcomes of:

- observation or an 'experience' ('Ghost Watch', Area 21)
- exploration (lights seen by astronauts and pilots)
- attempts at contact (through mediums and sending radio messages)
- historical documentation, traditions and superstitions
- witness statements and media coverage.

Examiners should bear in mind that this question relates to 'what we don't believe' or 'what we can never believe' and should be wary of facetious suggestions and science fiction.

Three ways should be awarded up to a maximum of **8 marks** depending on the degree of support, development and example. A further **2 marks** are available for the quality of communication. Use **R1**, **R2**, **R3** and **D** for development, support or example(s).

**Check your final mark with the 10 mark 5 level generic mark scheme.**

- 3 (b) Discuss the proposal that the UK should have one single religion, referring to at least two advantages and two disadvantages in support of your ideas. [40]

Assessment Objectives Balance				
Sub Section	AO1	AO2	AO3	AO4
	10	10	10	10

### Indicative content

#### Background

- feasibility implies that there may be some doubt as to whether this is possible either now or in the future. A good answer might suggest that the likely single religion would be Christianity as the UK has been primarily a Christian country since Saxon times (though there have been followers of other religions living in the UK for centuries)
- the diversity of religions has been evident since large-scale immigration in the 1950s and this has led to the building of many new places of worship in large towns and cities
- there has been a decline in the numbers of people involved in Christian worship whereas the number of Muslims has steadily increased
- state schools must hold a daily act of collective worship of a broadly Christian nature, and this creates difficulties when the religions of students are so diverse (even though some allow separate acts of worship for the diversity of faiths)
- the UK is the only country in the world where church leaders have the right to sit in parliament.

#### Advantages

- a showing of unity, solidarity and a common focus of worship
- a common calendar of celebrations
- a possible end to bigotry and sectarianism
- a common 'book' of worship and form of service
- a place of worship might be more full each week and the community would prosper.

#### Disadvantages

- a single religion would exclude all others which may have equal worth
- a single religion could not cater for all beliefs and values
- a single religion does not necessarily embrace all of the ethics and morals of other religions
- a move such as this might be seen as anti-democratic and dangerous to the stability of the country both nationally and globally
- denominational differences could cause problems
- legislation and enforcement might be necessary
- the basic human right of freedom of thought and worship might be infringed
- the rights of people who have no religion might be infringed
- the wide divergence of worship in different faiths
- is the religion to be monotheistic or not.

**Band 1** answers should display evidence of *description, comparison and examples* as well as a very good attempt to make some judgements about the feasibility of there being a single religion. There would be two clear advantages and disadvantages supported by relevant details. Very good essays may involve candidates outlining their own experience or perspective and this will unlock AO4 marks. Essays would be fluent, with few errors and a range of related vocabulary.

**Band 3** answers may simply *describe* situations and will not evaluate, making largely unsupported statements. There may be some imbalance in the advantages and disadvantages – these may lack focus or tangible analysis. Essays may be hampered by poor AO2 and an inability to structure and present an argument.

**Band 4** answers will not cover the full rubric of the question and will likely consist of underdeveloped and unrelated statements with little or no argument and a failure to develop ideas further than simple statements. Essays would be characterised by poor fluency of language.

Check your final mark with the 40 mark 5 level generic mark scheme.

- 4 (a) Briefly outline three ways in which cultural differences might cause conflict in a sixth form. [10]

Assessment Objectives Balance				
Sub Section	AO1	AO2	AO3	AO4
	4	2	4	

#### Indicative content

Clashes might occur due to differences and disagreements which relate to:

- colour, race and tolerance
- personal style (through music and fashion)
- social background and status
- aspirations and ambitions
- sense of right and wrong
- religious beliefs and adherence to ethical rules
- group membership and identity
- territorial conflicts.

Three ways should be awarded up to **8 marks** depending on the degree of support, development and example. A further **2 marks** are available for the quality of communication. Use **W1, W2, W3** and **D** for development, support or example(s).

**Check your final mark with the 10 mark 5 level generic mark scheme.**

- 4 (b) Identify two cultural groups which have had or continue to have a history of international conflict with each other. Discuss at least two reasons for this conflict and outline how it might be resolved. [40]

Assessment Objectives Balance				
Sub Section	AO1	AO2	AO3	AO4
	10	10	10	10

#### Indicative content

The question is open to the inclusion of a wide range of groups such as:

- Palestinians and Israelis
- Iraqis and the Coalition
- Al Qaeda and The West
- Indians and Pakistanis.

There may be others which are equally valid and suggested by candidates.

Sources of conflict may include:

- beliefs and values related to religion
- disputes over land
- human rights issues
- power sharing or its division
- rivalries and traditions
- life-style, domestic and social arrangements.

How sources of conflict are resolved may include:

- negotiation and/or arbitration
- mediation by an independent third party
- a common understanding of beliefs
- a permanent truce where there is no chance of resolution
- separation and/or segregation.

Examiners should allow a broad definition of 'cultural group' to include those defined by ethnicity, religion and code of values.

**Band 1** answers should display evidence of *description, comparison and examples* as well as a very good outline of two cultural groups and two reasons. There would be clear evidence of ways to resolve the conflicts identified, supported by relevant details and solid argument. Very good essays may involve candidates outlining their own experience or perspective and this will unlock AO4 marks. Essays would be fluent, with few errors and a range of related vocabulary.

**Band 3** answers may simply *describe* conflicts and will not evaluate their importance, making largely unsupported statements. There may be some attempts at providing reasons but these may lack focus or tangible analysis and support. Essays may be hampered by poor AO2 and an inability to structure and present an argument.

**Band 4** answers will not cover the full rubric of the question and will likely consist of underdeveloped and unrelated statements with little or no argument and a failure to develop ideas further than simple statements. Essays would be characterised by poor fluency of language.

**Check your final mark with the 40 mark 5 level generic mark scheme.**

- 5 (a) Should all public figures be allowed a right to privacy? Briefly outline three reasons in support of your answer. [10]

Assessment Objectives Balance				
Sub Section	AO1	AO2	AO3	AO4
	4	2	4	

#### Indicative content

Their right to privacy (or not) might include any of the following:

- knowledge of 'secrets' that may compromise national security
- because they are public figures it does not afford them different rights from the rest of the population
- revelations of a person's private life might shock or harm others close to them and innocent people might be affected
- invasion of privacy merely lines the pockets of the media
- public figures are admired and revered and therefore exposing their private lives may have an adverse or destabilising effect on those people who respect or admire them.

Examiners should be prepared to accept any logical and supported reasons.

Three reasons should be awarded up to **8 marks** depending on the degree of support, development and example. A further 2 marks are available for the quality of communication. Use **R1**, **R2**, **R3** and **D** for development, support or example(s).

**Check your final mark with the 10 mark 5 level generic mark scheme.**

- 5 (b) Identify and discuss at least two advantages and two disadvantages of the media having the power to influence the general public. You may choose from any media source or any era in history. [40]

Assessment Objectives Balance				
Sub Section	AO1	AO2	AO3	AO4
	10	10	10	10

#### Indicative content

This question allows the candidate to select from a very wide range of occasion throughout recent and past history. The type of occasions might include:

- wars
- social and political unrest (including elections, strikes and protests)
- the Monarchy
- any global competition or quest (such as sporting, exploration or adventure)
- natural disasters
- acts of terrorism
- new fashions, trends and tastes
- any patriotic links (celebrations, anniversaries).

The media's influence may be shown by:

- the phrasing of a headline
- the directness of the editorial, script or article
- the inflection of newsreaders' and reporters' voices
- whether photographs are colour or black and white
- the number of inches or minutes allowed for the item and where it appears in a publication or programme
- the notoriety or reputation of the person revealing or reporting the item or the publication or television programme/channel producing it
- reliability = truth = public confidence in a report.

Any of the points above might be seen to be advantages or disadvantages. For example, the gravity of a newsreader's voice in announcing the first strikes on Baghdad can send one message whereas the other message not being transmitted is the relief of the people at the beginning of the end of Saddam's rule. On the other hand the sense of joy of the Iraqi people as they tore down the statue of Saddam in Baghdad was relayed by Ragi Omar's excited BBC news report, relaying a sense of victory and achievement. This did not reveal the facts of how many people had died in the conflict.

This question offers the candidate a number of routes and enables them to draw on many examples which can be developed and supplemented with personal conjecture and debate.

**Band 1** answers should display evidence of *description, comparison and examples* as well as a very good outline of two occasions and a series of advantages and disadvantages. There would be clear evidence of argument and debate with very good essays involving candidates outlining their own experience or perspective. This will unlock AO4 marks. Essays would be fluent, with few errors and a range of related vocabulary.

**Band 3** answers may simply *describe* occasions and will not evaluate their importance, making largely unsupported statements about the media and not considering the consequences carefully. There may be some attempts at balance but this may further reveal a lack of tangible analysis and support. Essays may be hampered by poor AO2 and an inability to structure and present an argument.

**Band 4** answers will not cover the full rubric of the question and will likely consist of underdeveloped and unrelated statements with little or no argument and a failure to develop ideas further than simple statements. Essays would be characterised by poor fluency of language.

**Check your final mark with the 40 mark 5 level generic mark scheme.**

**Mark Scheme 2962  
January 2007**

### Guidance for Examiners

Use the following annotations. **Do not use ticks in Section B.** In any one script you are not expected to use all of these.

Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
NAQ	not answering the question
eg	appropriate example
Sp/G/Eng	spelling, grammar and language error; you are not expected to identify all of them
(....)	indicates a choice or a key phrase
<b>D</b>	description
<b>R</b>	reason
<b>Rep</b>	repetition, often of the question

### Stages to an essay mark

Read and annotate the candidate's response.

Review your annotation, even count up the points if it helps to be consistent, and then consider in which band the answer is located.

Consider its position within the band and a possible mark. Fine tune the mark by thinking about Assessment Objectives.

Write a one or more line comment reflecting the AO statements.

eg	AO1	good knowledge very limited knowledge and eg
	AO2	clearly written inaccurate Spg
	AO3	examples given
	AO4	personal experience relevant restricted personal experience

Enter the final mark in a circle.



## Generic Mark Scheme for 10 mark questions in Section B

Band	Level Descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	9-10
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	7-8
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence.</li> </ul>	
Band 3	The candidate demonstrates the following abilities where appropriate to:	5-6
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly, using some specialist vocabulary with facility;</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions.</li> </ul>	
Band 4	The candidate demonstrates the following abilities where appropriate to:	3-4
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusions.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-2
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation and inaccurate spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusions.</li> </ul>	

## Generic mark Scheme for 40 mark questions in Section B

Band	Level Descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	33-40
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence.</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very good awareness of the differences between types of knowledge;</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	25-32
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence.</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very good awareness of the differences between types of knowledge;</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 3	The candidate demonstrates the following abilities where appropriate to:	17-24
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly, using some specialist vocabulary with facility</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions.</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate awareness of the differences between types of knowledge;</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	

Band 4	The candidate demonstrates the following abilities where appropriate to:	9-16
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with little clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusions.</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge;</li> <li>have a restricted grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-8
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation and inaccurate spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusions.</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very limited awareness of the differences between type of knowledge;</li> <li>have a very restricted grasp of the limitations of the different types of knowledge.</li> </ul>	

## Section A

The table [Fig.1] gives information about nine planets in our solar system. The planets are given in alphabetical order.

Planet	Diameter (km)	Mass (kg)
Earth	12756	$5.98 \times 10^{24}$
Jupiter	142800	$1898 \times 10^{24}$
Mars	6787	$0.64 \times 10^{24}$
Mercury	4878	$0.33 \times 10^{24}$
Neptune	49528	$102.4 \times 10^{24}$
Pluto	2300	$0.013 \times 10^{24}$
Saturn	120000	$568 \times 10^{24}$
Uranus	51118	$86.8 \times 10^{24}$
Venus	12104	$4.87 \times 10^{24}$

Fig.1

[all figures are approximate]

Use the information in this table and the Insert Sheet to answer the following questions:

- 1 (a) (i) Which planet has the largest diameter? (1)  
Jupiter

- (ii) Which planet has the smallest mass? (1)  
Pluto (if answer qualified – Mercury)

[2]

- (b) Figs 2, 3 and 4 show three ways of presenting data from Fig. 1.

- (i) Why is the bar chart an appropriate way to illustrate this data? (1)  
Eg It is quick and easy to read and interpret for example the tallest bar is the planet with the largest diameter, the bar chart is a appropriate for discrete, non-continuous data.

- (ii) Why is the line graph not an appropriate way to illustrate this data? (1)  
Eg Only the plotted points have value the readings between the points have no meaning, there is no relationship between the points.

- (iii) Why is the pie chart not an appropriate way to illustrate this data? (1)  
Pie charts show proportion.  
Difficult visual perception.

[3]

- (c) (i) What is the diameter of Neptune in km correct to 2 significant figures? (1)  
50 000 correct answer only

- (ii) Using 5 miles  $\approx$  8 kilometres (5 miles is approximately equal to 8 km) calculate the diameter of Jupiter in miles. Show your working. (2)

89 250 miles

$$142800 \div 8 = 17850 \quad [1 \text{ mark}]$$

$$17850 \times 5 = 89250 \quad [2^{\text{nd}} \text{ mark}]$$

accept answers between 89 000 and 90 000 inclusive

[3]

- (d) (i) **Calculate:  
the radius of Mercury in metres. (1)**  
2439000 or  $2.439 \times 10^6$  or equivalent  $4878 \times 1000 \div 2$
- (ii) **the volume of Mercury in m<sup>3</sup> [the formula for the volume of a sphere is  $v = \frac{4}{3}\pi r^3$  where r is the radius]. (2)**  
6.077 x 10<sup>19</sup> or equivalent  $v = \frac{4}{3} \times \pi \times 2439000^3$   
 $= 6.077 \times 10^{19}$  [2 marks]  
[1 mark for correct substitution]  
accept  $6.1 \times 10^{19}$   
 $6.08 \times 10^{19}$
- (iii) **the density of the earth in kg/m<sup>3</sup> where the volume of the earth is  $1.09 \times 10^{21} \text{ m}^3$ .  
Show your working. (2)**  
5500 kg/m<sup>3</sup> (units not required)  $d = m/v$   
 $= 5.98 \times 10^{24} \div 1.09 \times 10^{21}$  [1 mark for correct subst]  
 $= 5486 \text{ kg/m}^3$ ,  $5.486 \times 10^3$  or equivalent  
accept answers which round to 5500 [5]
- (e) **The mass (kg) of each planet is listed in Fig.1 but only two of these values are given in Standard Form.**
- (i) **Which planets have their mass given in Standard Form? (1)**  
Earth and Venus Correct answers only – both must be given, no extra planets.
- (ii) **Suggest why the other figures are not given in Standard Form. (2)**  
Eg. All values are given  $\times 10^{24}$  this makes it easier to compare the figures  
Makes the values easier to read. [3]
- (f) **The names of the planets come from Greek and Roman mythology. Rename two of the planets with the names of two scientists and justify your choice.**  
It is hoped that candidates will choose names of scientists with whose work they are familiar – eg Newton, Darwin, Euclid and be able to make a brief justification of their choice.  
Candidates who just want to rename planets without sufficient scientific justification are unlikely to score full marks.  
Mars could be renamed Oppenheimer, Einstein or Curie – all these made significant contributions to developments in war.  
Mercury could be renamed by any communication expert eg Edison, Marconi, Gates.  
1 mark for suggestion of a scientific name + 1 for development x2  $2+2 = 4$   
[4]
- Total [20]**

- 2 (a) **Distinguish between conservation and preservation** [6]  
 Eg Conservation – protection but continued use may include sites, environments, natural things, historical objects, works of art, sculpture.  
 Preservation – as in museum, to be maintained in good condition but not used.  
 Preserved as a specimen. Keeping things the way they were, protecting from change, save from damage and destruction.
- (b) **Why can drinking alcohol be bad for health?** [6]  
 Eg Because it impairs judgement, is bad for the liver, creates long term health problems, can lead to accidents eg. drinking and driving, can make people vulnerable to crime, addictive.  
 Comments on the health benefits of alcohol may be credited to a maximum of 2 marks.
- (c) **Distinguish between evaporation and condensation.** [6]  
 Evaporation – changing a liquid into a vapour/gas eg water to water vapour.  
 Condensation – changing a vapour/gas to a liquid eg water vapour to water.
- (d) **Why is it difficult to forecast the weather?** [6]  
 There are so many factors/variables to be considered.  
 Forecasting is by models, satellite, record and observation. Weather systems can be changeable over a short period. Long term forecasts are subject to alteration. Forecasting is generalised and local conditions modify regional weather.
- (e) **Distinguish between asexual and sexual reproduction.** [6]  
 Asexual – involves only one parent, results in offspring that are genetically identical to that parent. Offspring are identical to each other, there is no variation.  
 Sexual – involves two parents and results in offspring that are not genetically identical to either parent. Offspring are different from each other. Gives variation.

Answers need to demonstrate an understanding of the subject and appreciation of the difference or importance.

Sections a, c and e: 2 marks for each term and some development demonstrating understanding + 2 marks for AO2.

Sections b and d: for a max of 4 marks answers can either give

- one idea fully developed
- two ideas with brief development
- three ideas with limited development

+ 2 marks for AO2.

**Total [30]**

## Section B

- 3 (a) Name three organs that are regularly used in human transplantation. Briefly describe the function of each organ. [10]

AO1	AO2	AO3	AO4
4	2	4	0

Bear in mind that this is a General Studies paper so a detailed scientific description, as in a Biology examination, is not what is expected here. Candidates have to show that they understand the basic functions of the organs that they have chosen and this will be their lead into the (b) part of the question.

**Indicative Content**

Various types of tissues are integrated into units called organs.

- Lungs – saclike organs of respiration. Air moves between the outside environments and the lungs via a series of tubes. Air is drawn into and expelled from the lungs enabling us to breathe (note: lungs do not contain muscles).
- Heart – a muscular organ that pumps blood through the body. Chambers that receive blood from the veins and chambers that pump blood through the arteries. The right side receives deoxygenated blood from the body and pumps it to the lungs. The left side receives oxygenated blood from the lungs and pumps it to the body.
- Kidney/s – a main organ of the excretory system. They remove waste from the blood, producing a fluid (urine), they also regulate water balance and concentrations of salts and other chemicals.
- Liver – a large organ which manufactures bile, fats, cholesterol and various proteins, such as fibrinogen found in blood plasma. The liver converts excess sugar into glycogen and stores until needed. It also stores vitamins A, D, E and K and removes toxic substances from the blood changing them into inactive or less toxic compounds. The liver breaks down amino acids, forming urea, and also breaks down worn-out red blood cells.
- Stomach – a muscular organ it has important digestive functions: it serves as a storage space for food. The contraction of muscles in its walls crushes and mixes food with digestive juices that chemically break down some materials.
- Skin.
- Cornea.
- Face transplant.

Accept any other valid answer and description.

2 marks for quality of communication AO2.

[ 4 x 2 + 2 ]

**Band 1** answers will name 3 organs and developed description of at least 2 functions.

**Band 3** answers will give 2 organs with adequate development or just list 3 organs with some development.

**Band 4** answers will refer to organs with limited development.

Candidates who describe the organs rather than the function max. Band 3.

Recommended annotation:

O<sub>1</sub> O<sub>2</sub> O<sub>3</sub> for **O**rgans chosen.

- (b) **Organ transplantation is being used more and more. Despite the problems discuss whether you think scientists should continue to research and develop organ transplant techniques in order to improve people's lives.** [40]

AO1	AO2	AO3	AO4
10	10	10	10

Candidates are being asked to make some judgement as to whether scientists should continue with present programmes. Good candidates will show that they have some knowledge of present transplant techniques and in what direction developments are heading. More able candidates will consider whether current programmes really do help people live better and longer lives [how do we measure these scientifically?] or whether scientists should explore other solutions eg development of robotics, artificial hearts, artificial blood.

#### Indicative content

Research should continue	Research should not continue
<ul style="list-style-type: none"> <li>• saves lives/at the moment this is the best chance of survival some people have eg they need operations now</li> <li>• can give people a better quality of life eg no need to attend hospital 3 times a week for dialysis</li> <li>• cheaper in the long run for the NHS [funds can be used elsewhere] eg dialysis is expensive and time-consuming</li> <li>• when people are dead their organs are wasted – one donor could change the lives of 7 people</li> <li>• encourage medical advances in other fields/give us a greater understanding of how our bodies work</li> <li>• current techniques are in their infancy and need to be developed and perfected</li> <li>• in the future may be able to use animals eg modified pigs</li> </ul>	<ul style="list-style-type: none"> <li>• problems of rejection eg patients have to stay on drugs for life</li> <li>• issues re infection/general health of the community</li> <li>• people are living longer but quality of life may not always be improved – increased medical needs of ageing population</li> <li>• money could be better spent on other health projects</li> <li>• children may be conceived as sibling saviours</li> <li>• problems with scientific definition of 'death' – problems of killing someone for their organs</li> <li>• religious concerns</li> </ul>

**Band 1** answers will give a balanced answer showing good knowledge of the role organs play and how lives are changed with some analysis of whether all lives are improved by transplants. Better answers will summarise ideas and come to some conclusion.

**Band 3** answers will concentrate on one part of the question ie whether research should continue but with only a very brief reference to the other part some eg the improvement of lives. There should be supporting egs.

**Band 4** answers will refer briefly to either the first or second part but with limited development and balance. May just list ideas.

Recommended annotation:  
Pos or Neg for further research.



- 4 (a) Outline three features of a good classification system. [10]

AO1	AO2	AO3	AO4
4	2	4	0

Candidates are expected to identify three features and provide a brief development and analysis of each. Credit needs to be given to answers which reinforce the point by giving detailed relevant examples.

#### Indicative Content

- maximum similarity between members of a group eg all mammals have mammary glands
- maximum difference between groups eg invertebrates have no backbone/vertebrates have a backbone
- observed members for all groups and few groups with only one or a few members
- only use relevant measures eg presence of jointed limbs [eg size, colour, live in water – these can change over time]
- there should be no duplication with members in only one group or class.

**Band 1** answers will give at least 3 main features and explain why their importance possibly with the help of an eg although this is not required.

**Band 3** answers will give at least 2 main features but with some development.

**Band 4** answers may just give a list of 2/3 features with limited development.

2 marks for AO2.

3 features at 3 each to a maximum of 8.

Recommended annotation:

F<sub>1</sub> F<sub>2</sub> F<sub>3</sub> for Features.

- (b) Describe one classification system with which you are familiar and explain how this classification has helped scientific understanding. What problems might a scientist encounter in developing a classification system? [40]

AO1	AO2	AO3	AO4
10	10	10	10

#### Indicative Content

Students can access A04 marks by reference to their own experiences in using classification to aid understanding.

How classification helps scientific understanding:

- helps to deal with and process large amounts of data
- large numbers of observations, collected by the scientist, can be divided into groups/categories which are similar
- gives a large amount of information in some order
- makes data easier to analyse
- makes it easier to look for patterns and relationships
- makes it easier to make a prediction
- new experiences can be compared with the categories already established.

Problems a scientist might encounter:

Devising a classification system is not easy and classification systems are not perfect as there are always exceptions eg lichen fits into two kingdoms

- quantitative [numerical] data can be split into classes using quantitative methods but careful selection of boundaries can be used to distort the message
- when the data is not numerical [qualitative] classification becomes more subjective
- problems with identifying similarities or differences eg when classifying a newly discovered organism do you define organisms based on minor differences or emphasize major similarities?
- characteristics that distinguish one species from another can change and are changing over time
- species are very diverse both physically and genetically
- one way to decide is if two organisms can mate and produce fertile offspring they are probably members of the same species [eg 1/10000 mules is fertile] but this takes too long and there are practical difficulties [eg wild animals do not always co-operate, we cannot go back in time to fossils]
- comparisons of DNA sequences are now becoming more commonly used – eg if two animals share a great many DNA sequences it is likely that they are members of the same species.

The above are only suggestions. The candidates will have many other ideas. Credit other valid points and their relevant development.

**Band 1** answers will describe a classification system and show how it helps scientific understanding and identify at least two of the problems a scientist might encounter.

**Band 3** answers will lack balance describing a classification system but then concentrating on either how it has helped understanding or the problems encountered.

**Band 4** answers will give a brief description of a classification system with limited development.

Recommended annotation:

U<sub>1</sub> U<sub>2</sub> U<sub>3</sub> for helping **U**nderstanding.

P<sub>1</sub> P<sub>2</sub> P<sub>3</sub> for identifying **P**roblems.

- 5 (a) Explain briefly why we should be concerned about each of the following:
- (i) acid rain
- (ii) damage to the ozone layer. [10]

AO1	AO2	AO3	AO4
4	2	4	0

Answers need to describe and then give a brief explanation for each area of concern.

#### Indicative Content

Acid rain – chemicals, released by smoke and fossil-fuelled power stations, change rainwater (from pH 5/6 to pH 3) and make it more acidic. The acid deposition can be wet or dry. Wet deposition refers to acidic rain, fog and snows. Dry deposition refers to acidic gases and particles.

- as the water flows over and through the ground it affects a variety of plants and animals
- wind blows these acidic particles and gases onto buildings, cars, homes and trees causing enormous damage eg to historic buildings [the Parthenon] forests [eg Scandinavia]
- winds blow acid deposition across borders, sometimes hundreds of miles eg in Sweden, which receives most of Britain's acid rain, some lakes and forests have been damaged by the fall-out
- acid deposition can damage forests and soils, fish and other living things, materials and human health
- it also causes visibility reduction – reducing how clearly and how far we can see.

Damage to the ozone layer – the ozonosphere is a region in the upper atmosphere. Ozone is destroyed by chlorofluorocarbons (CFCs found in aerosols and refrigerators) and nitrogen oxides (found in car and plane exhaust gases). Banned in developed countries it is expensive for developing countries to stop using CFCs. Scientists have noted that each natural reduction in ozone levels has been followed by a recovery but natural processes cannot cope with the damage being caused.

- the ozone layer blocks some solar (eg UV) radiation from reaching the earth's surface - without this most living things would die
- depletion of the ozone layer has led to an increase in various types of skin cancer, cataracts, harm to some crops, certain materials and some forms of marine life.

Good answers will cover both aspects of the question, show a clear understanding of the terms and demonstrate some awareness of the issues they raise.

Candidates who only discuss the greenhouse effect max Band 4.

Recommended annotation:

A – for **A**cid rain.

D – for **D**amage to the ozone layer.

[ 2 x 4 + 2 for AO2]

- (b) **Global warming, the average increase in the earth's temperature is believed to be causing climate change. Using at least three examples outline the effects this warming is having on our environment. What can be done to limit global warming?** [40]

AO1	AO2	AO3	AO4
10	10	10	10

Candidates are expected to outline 3 effects. These do not have to be limited to the UK and can be worldwide. They must identify the problem, explain what happens and develop some of the consequences. Credit needs to be given to answers that identify specific locations.

The second part of the question then asks them to consider whether we can actually influence global warming.

Answers can deal with this part of the question in two ways – either on a personal level ie what can we, as individuals do and/or on a national/international level what can governments/environmental bodies do?

#### **Indicative content**

Effects on our environment:

- rising sea levels as the ice caps melt, the oceans expand. Low level areas are at risk – eg east coast of England, Bangladesh, Indonesian islands, the Nile delta and the Netherlands. Some islands could disappear
- loss of habitat to animals in polar regions eg polar bears (now raiding human habitation)
- greater evaporation and increased rainfall. Increasingly changing weather patterns with storms, tsunamis will endanger coastal areas and cities eg. Aceh in Indonesia, Sri Lanka and India
- increased plant growth in some areas where higher temperatures and water are available
- tropical and sub-tropical diseases such as malaria will spread further north and south.

What can we do about it?

At a personal level:

- reduce, reuse and recycle as far as possible especially packaging, newspapers, glass, cardboard and metal - to reduce emissions
- buy fuel efficient vehicles
- consider alternative methods of transport where possible – buses, bicycles, walking eg two days per week
- insulate homes properly, use the timer on central heating and air conditioners, ensure that boilers work efficiently and reduce use (eg reduce temperature by a few degrees)
- install solar heating to provide some energy eg to heat water (and maybe sell excess to the grid)
- plant trees in gardens, along roads, at schools and in parks to absorb carbon dioxide from the air
- educate and encourage others to do likewise.

Government/environmental bodies

- sign up to the Kyoto agreement to reduce emissions (eg USA has not signed yet)
- research climate change and prepare for potential impacts
- educate, encourage and legislate to reduce demands for energy and reduce emissions
- monitor power stations and industries to ensure that pollution levels are respected/reduced
- respond and fund local needs eg build sea walls and barriers
- in the same way that government legislation allows only energy efficient domestic heating boilers to be manufactured, limit the size and speed capability of car engines.

**Band 1** answers must give three examples and show good knowledge of the effects. There also needs to be some evaluation of the ways in which global warming could be slowed down by reducing emissions. Better candidates may well say that we cannot do anything about global warming, if it is indeed happening, it is just another climatic variation to which the earth has always been subject.

**Band 3** answers will probably lack balance, concentrating either on the first or second part of the question. A knowledge and understanding of at least 2 of the effects of global warming with brief development and some indication of ways we might be able to limit the process.

**Band 4** answers will be brief and lack scientific explanations. Answers may just give a list of effects with brief reference to reducing emissions.

Recommended annotation:

Eg<sub>1</sub> Eg<sub>2</sub> Eg<sub>3</sub> for the three **E**xamples.

S<sub>1</sub> S<sub>2</sub> S<sub>3</sub> for the **S**uggestions to limit global warming.



**Mark Scheme 2964  
January 2007**

**Guidance for Examiners**

Use the following annotations. **Do not use ticks in Section B.** In any one script you are not expected to use all of these.

<b>Yes</b>	recognises a point worthy of credit
<b>Dev</b>	a developed point or development of a point
<b>No</b>	a content error
<b>NAQ</b>	not answering the question
<b>eg</b>	appropriate example
<b>Sp/G/Eng</b>	spelling, grammar and language error; you are not expected to identify all of them
<b>(....)</b>	indicates a choice or a key phrase
<b>D</b>	description
<b>R</b>	reason
<b>Rep</b>	repetition, often of the question

**Stages to an essay mark**

Read and annotate the candidate response.

Review your annotation, even count up the points if it helps to be consistent, and then consider in which band the answer is located.

Consider its position within the band and a possible mark. Fine tune the mark by thinking about Assessment Objectives.

Write a one or more line comment reflecting the AO statements.

eg	AO1	good knowledge very limited knowledge and eg
	AO2	clearly written inaccurate Spg
	AO3	examples given
	AO4	personal experience relevant restricted personal experience

Enter the final mark in a circle.



**Generic Mark Scheme for 10 mark questions in Section B**

<b>Band</b>	<b>Level Descriptor</b>	<b>Marks</b>
Band 1	The candidate demonstrates the following abilities where appropriate to:	9-10
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge</li> <li>show a good understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	7-8
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge</li> <li>show an understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way</li> <li>use a range of the rules of grammar, punctuation and spelling with facility.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently</li> <li>develop reasoned arguments and draw conclusions on the evidence.</li> </ul>	
Band 3	The candidate demonstrates the following abilities where appropriate to:	5-6
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge</li> <li>show an adequate understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly, using some specialist vocabulary with facility</li> <li>use some of the rules of grammar, punctuation and spelling with facility.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation</li> <li>develop arguments and draw conclusions.</li> </ul>	
Band 4	The candidate demonstrates the following abilities where appropriate to:	3-4
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of knowledge</li> <li>show a modest understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary</li> <li>use some rules of grammar, punctuation and spelling.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation</li> <li>develop limited arguments and draw limited conclusions.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-2
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge</li> <li>show a restricted understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms</li> <li>use poor grammar and punctuation and inaccurate spelling.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation</li> <li>recognise arguments and conclusions.</li> </ul>	

**Generic Mark Scheme for 40 mark questions in Section B**

<b>Band</b>	<b>Level Descriptor</b>	<b>Marks</b>
Band 1	The candidate demonstrates the following abilities where appropriate to:	33-40
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge</li> <li>show a good understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence.</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very good awareness of the differences between types of knowledge</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	25-32
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge</li> <li>show an understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way</li> <li>use a range of the rules of grammar, punctuation and spelling with facility.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently</li> <li>develop complex reasoned arguments and draw conclusions on the evidence.</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate good awareness of the differences between types of knowledge</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 3	The candidate demonstrates the following abilities where appropriate to:	17-24
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge</li> <li>show an adequate understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate clearly, using some specialist vocabulary with facility</li> <li>use some of the rules of grammar, punctuation and spelling with facility.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation</li> <li>develop arguments and draw conclusions.</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate awareness of the differences between types of knowledge</li> <li>have a grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 4	The candidate demonstrates the following abilities where appropriate to:	9-16
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge</li> <li>show a modest understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with little clarity, using some specialist vocabulary</li> <li>use some rules of grammar, punctuation and spelling.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation</li> <li>develop limited arguments and draw limited conclusions.</li> </ul>	

<b>Band</b>	<b>Level Descriptor</b>	<b>Marks</b>
AO4	<ul style="list-style-type: none"> <li>• demonstrate limited awareness of the differences between types of knowledge</li> <li>• have a restricted grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-8
AO1	<ul style="list-style-type: none"> <li>• select, use and integrate some knowledge</li> <li>• show a restricted understanding of the concepts involved.</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>• communicate with little clarity, using occasional specialist terms</li> <li>• use poor grammar, punctuation and inaccurate spelling.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>• undertake poor analysis of issues, problems and evaluation</li> <li>• recognise arguments and conclusions.</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>• demonstrate very limited awareness of the differences between types of knowledge</li> <li>• have a very restricted grasp of the limitations of the different types of knowledge.</li> </ul>	

## Section A

- 1 (a) Read the following descriptions of two very different locations in the United Kingdom.

**Mull. Golden eagles and whale spotting.**

**Location:**

The Isle of Mull lies off the west coast of Scotland.

**Population:**

3000, 700 of whom live in the island's capital Tobermory. An untouched island, 300 metre high sea cliffs, 300 miles sea coast, 1000 metre high mountain, amazing geology, adventure holidays.

**Bradford. Reviving Victorian Splendour.**

**Location:**

City in mid western edge of Yorkshire region, northern England.

**Population:**

470,000. Former mill town and birthplace of JB Priestley, David Hockney and the Independent Labour Party. City was formed in 1974. It has a university, new shops and offices.

- (i) **Both of these very different places have rapidly rising house prices. Suggest two reasons for this trend that they may have in common.**

[6]

Two reasons @ 3 marks each.

One mark for reason, one for link to Mull and one for link to Bradford.

This trend was noted in an article in the Guardian newspaper.

Common features include:

- purchase of second homes
- attractive sites for those interested in the Arts
- housing is inexpensive
- heritage landscapes
- speculation on the effects of global warming
- generic factors eg. inflation.

Also allow generic features of house price increases such as:

- family break up
- availability of mortgages.

- (ii) **Describe two other reasons for the increase in house prices in Bradford that would not apply to Mull.**

[6]

Two reasons @ 3 marks each.

One mark for reason and further marks for generic link to Bradford.

Reasons could include:

- investment in infrastructure
- growing student population
- urban services
- easy to access to other cities
- city centre flats for weekday workers
- many old textile mills converted to flats
- speculative investors in growth region.

- (b) Describe two advantages and two disadvantages for local people in Mull of the rapidly rising house prices on the island.

[12]

Two advantages @ 3 marks each.

One mark for simple statement of advantage, two marks for refinement, development or exemplification of advantage.

Advantages to local people include:

- able to sell vacant properties at good price
- new building sells quickly
- services maintained eg schools, shops, doctor
- jobs created particularly in services
- wealth increases
- reduces pressure of population invasion
- enriched community.

Two disadvantages @ 3 marks each.

One mark for simple statement of disadvantage, two marks for refinement, development or exemplification of disadvantage.

Disadvantages include:

- locals cannot afford houses in the area
- jobs taken by new residents
- community invaded
- families disturbing rural peace
- capital locked up in mortgages
- people working all the time to pay mortgage
- second home owners deplete community for most of the year.

2 The UK is facing a pensions crisis as more and more people live longer. The ways in which pensions are currently funded include:

- contributions from the pay of those in work and their employers to the government pensions fund
- savings deposits made by individuals to banks, building societies and insurance companies
- investment in unit trusts.

(a) Given that state old age pensions are paid for through contributions by employers and those at work, describe three arguments in favour of those in work paying more to fund the pensions of those who have finished work.

[9]

Three arguments @ 3 marks each.

One for simple statement and the two for development of the point.

Arguments in favour include:

- affluence today is the product of yesterday's workers
- today's workers will benefit in the long run
- pension funds short of money as people live longer
- taxation levels are low
- dangers of poverty and deprivation if something not done.

(b) Should everyone receive a state old age pension? Identify three groups of people who, you feel, should not receive an old age pension from the state. Give a different reason for each group you have identified.

[8]

Three marks for each up to a maximum of eight.

One mark for each appropriately identified group, one for simple reason and one for development.

Groups might include:

- people with assets above a certain level
- people receiving a pension from another source above a certain level
- people in prison
- visitors to the country or temporary residents
- people with contributions below a certain level.

There will be some difficult cases. For example UK citizens living abroad, people still working after retirement age.

Exceptionally allow credit for candidates who argue that everyone should receive an old age pension.

- (c) **Some people supplement their state pension by making payments to a private pension fund. It has been proposed that it be made compulsory for everyone in paid employment to save for a private pension in this way. Put forward three arguments against this proposal.**

[9]

Three arguments against @ 3 marks each.

1 mark for simple statement and two for development.

Arguments could be based upon:

- monitoring payments
- disincentive to work
- setting the level of contribution
- location of investment
- instability of pension investment
- provision for those unable to work
- arrangements for those taking career break
- family instability
- ownership of the pension fund
- diversion of funds fuelling the economy
- poverty
- too much government intervention
- death and surviving dependants.

## Section B

- 3 (a) In 2005 the Post Office was offering some small local post offices £18 000 to close. The Post Office claims that in the long term this will save money and improve the efficiency of the whole organisation. Discuss whether saving money and improved efficiency should be the only considerations of the Post Office when proposing to close small local post offices.

[10]

Assessment Objective Balance				
	AO1	AO2	AO3	AO4
Marks	4	2	4	

Final mark awarded after consultation of the generic banded mark scheme.

Award two marks for AO2 out of the ten available.

Arguments in favour of saving money and efficiency include:

- keeps cost of the service down
- reliable delivery
- sustainable strategy without subsidy.

Arguments for keeping some small post offices open:

- provide focus for community
- service to people without cars
- provide other services that need postal income to survive eg shop, newsagent
- point of information for locals and visitors
- quick access for those working from home
- responsibility to provide community focus
- the need for older people to access local services
- job loss.

Up to six marks for either side of the argument.

Two marks for AO2.



(b) Shops and family businesses in small towns are unable to compete with large stores and national companies in nearby cities. In one market town shop owners and businesses have formed a Business Forum. At their meeting they considered ways of saving their businesses including:

- setting up a local farmers' market in the town centre car park
- designing a leaflet promoting the town
- supplying the local newspaper with news items about the town's attractions
- seeking funds to install fast broadband in each of the town's small businesses
- printing a guide to the sites of the town aimed at tourists
- arranging for trees to be hung on shop fronts at Christmas.

Select, giving your reasons, the two of these ideas that you feel would be most effective in helping to promote local businesses. Identify and justify one other initiative that you feel would be effective in saving local businesses.

[40]

Assessment Objective Balance				
	AO1	AO2	AO3	AO4
Marks	10	10	10	10

Final mark awarded after consultation of the generic banded mark scheme.

The question is in three parts:

- justification of one of the chosen themes
- justification of second theme
- justification of an alternative theme
- environmentally positive.

Notionally 10 marks for each plus 10 marks for AO2.

Indicative content

Reasons for farmers' market:

- brings people into town who spend money at other businesses
- keeps farm businesses alive
- community focus on shopping day
- gives tourists feeling of thriving community.

Similar reasons for each of the other initiatives but with individual flavour.

**Band 1 [33-40]** These candidates will identify two initiatives and give developed reasons for their selection. They identify an alternative and give a developed justification. Their answers will be written clearly, with accurate SPG and sound structure.

**Band 3 [17-24]** These candidates will select two initiatives and give reasons. The alternative may be absent or insecure. The response will be clear but contain some errors of SPG and modest structure.

**Band 4 [9-16]** These candidates will select two initiatives but with only limited reasons for their choice. No alternative will be selected. Their command of AO2 will be limited or inaccurate.

Recommended annotation:

I1 and I2 for selected ideas.

R for reasons in support of each.

Alt for alternative initiative.

J for justification of alternative.

Maximum Band 3 unless an alternative is suggested.

- 4 (a) Is there any justification in the suggestion that some A-level subjects are easier than others? [10]

Assessment Objective Balance				
	AO1	AO2	AO3	AO4
Marks	4	2	4	

Final mark awarded after consultation of the generic banded mark scheme.

Award two marks for AO2 out of the ten available.

Indicative content

Reasons for some subjects being seen as easier:

- lack of apparent intellectual heritage
- absence of body of literature
- limited appearance in university curriculum
- comparative experience in Year 12 and 13
- subject combinations
- tradition
- the changing nature of employment
- growth matches increase in lower qualified entrants to Years 12 and 13.

Two marks for AO2.

R<sub>1</sub>, R<sub>2</sub>, R<sub>3</sub> for Reasons (up to 3 marks for each developed reason).

Allow an interpretation in terms of student experience

- teaching style
- mode of assessment
- facilities.

- (b) In some countries it is compulsory for men and women to undertake National Service. This normally involves a period of paid training and service in one of the armed forces. In the UK young people are encouraged to go into higher education. To what extent do these two experiences offer a similar preparation for adult life?

[40]

Assessment Objective Balance				
	AO1	AO2	AO3	AO4
Marks	10	10	10	10

Indicative content

Ways in which National Service compares to University:

- break from home
- self management
- learning body of knowledge or skill
- financial management
- meeting deadlines.

Ways in which the two are not matched:

- some choice of destination
- freedom to manage the day
- clothing
- paid and not paid
- either may have little relevance to future employment
- different types of punishment
- longer vacations
- only applied to males (in the past)
- absence of danger.

Final mark awarded after consultation of the generic banded mark scheme.

**Band 1 [33-40]** These candidates will develop at least three ways in which the two experiences have common features. They will suggest one way in which they are different or qualify the common features. Their answers will be written clearly, with accurate SPG and sound structure.

**Band 3 [17-24]** These candidates will identify three ways in which the experiences are similar. They will tend not to develop points. The response will be clear but contain some errors of SPG and modest structure.

**Band 4 [9-16]** These candidates will offer two reasons for the experiences being similar. They will tend not to be developed. Their command of AO2 will be limited or inaccurate.

Recommended annotation:

S1, S2 and S3 for similarity.

D1, D2 and D3 for difference.

dev for development of similarity or difference.

Include Intro and Concl.

Use EXT for 'extent'.

- 5 (a) Identify two advantages and two disadvantages of the government increasing annually the tax on petrol and diesel fuel at more than the rate of inflation.

[10]

Assessment Objective Balance				
	AO1	AO2	AO3	AO4
Marks	4	2	4	

Final mark awarded after consultation of the generic banded mark scheme.

Award two marks for AO2 out of the ten available.

Two advantages @ 2 plus two disadvantages @ 2 = 8  
Plus two marks for AO2.

Indicative content

Two advantages:

- increases tax revenue for government
- may decrease consumption
- fewer miles has environmental benefits
- reduces pressure on roads
- fewer accidents
- aids commercial traffic to move faster
- promotes development of cars using less petrol
- benefit to the economy.

Two disadvantages:

- all users pay more tax
- problems for those living in rural areas
- increases prices as costs pass to consumers
- higher costs for essential services
- government relies on an income stream that they are trying to reduce
- may cause other taxes to rise
- creates inflationary pressure on the economy
- increases gap between rich and poor.

Recommend annotation:

Adv1 and Adv2 for advantages.

Dis1 and Dis2 for disadvantages.

dev for development.

- (b) **Historically we tried a nationalised loss-making rail service to many parts of the United Kingdom. Since the privatisation of the railways a number of commercial companies have been criticised for the rail service they have provided.**

**Should railways be publicly or privately owned? Give reasons for your answer. [40]**

Assessment Objective Balance				
	AO1	AO2	AO3	AO4
Marks	10	10	10	10

Final mark awarded after consultation of the generic banded mark scheme.

Advantages of public ownership

- national service
- record suggests better maintenance
- greater attention to safety
- provision set by need rather than profit
- investment on large scale is possible eg Japan and France.

Advantages of private ownership

- greater efficiency driven by balance sheet
- finance to invest
- private companies seen as more alert
- attracts well paid executives to deliver better service
- less bureaucracy
- reward to investors
- less political intervention.

Give equal credit to points that focus on operational or economic aspects of the two systems.

Some negative points may be seen as positives for the alternative system.

Recommended annotation:

AN for advantages of nationalisation.

AP for advantages of privatisation.

DN for disadvantages of nationalisation.

DP for disadvantages of privatisation.

dev for development of points.

Intro and concl should be used where present.

**Band 1 [33-40]** These candidates will develop at least three advantages of their chosen system. They may include at least one reservation about their choice or an advantage of the alternative choice and this will suggest a high mark. Their answers will be written clearly, with accurate SPG and sound structure.

**Band 3 [17-24]** These candidates will include at least three advantages of their chosen system. They will tend not to develop points. The response will be clear but contain some errors of SPG and modest structure.

**Band 4 [9-16]** These candidates will offer two advantages of their chosen system. Their command of AO2 will be limited or inaccurate.



**Mark Scheme 2965  
January 2007**

**Guidance for Examiners****Do not use ticks.**

Use the following annotations. (In any one script you are not expected to use all of these.)

Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
NAQ	not answering the question
eg	appropriate example
Sp/G/Eng	spelling, grammar and language error; you are not expected to correct all of them
(...)	indicates a choice or a key phrase
Rubric	rubric infringement
D	description
R	reason
Rep	repetition, often of the question
Ev	evaluation

**Stages to an essay mark**

Read and annotate the candidate's response.

Review your annotation, even count up the points, if it helps to be consistent, and then consider in which band the answer is located.

Consider its position within the band and a possible mark.

Fine tune the mark by considering the Assessment Objectives.

Write a one or more line comment reflecting the AO statements.

eg	AO1	good knowledge very limited knowledge and eg
	AO2	clearly written inaccurate Spg
	AO3	examples given
	AO4	personal experience relevant restricted personal experience

Enter the final mark in a circle.



Examiners should apply the generic mark scheme to make their initial assessment using a ‘best fit’, holistic approach. Reference should be made to the indicative content and the assessment objectives to arrive at the final mark.

### Generic Levels Mark Scheme

Band	Level descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	45-50
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a very good awareness of the differences between types of knowledge;</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	37-44
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a good awareness of the differences between types of knowledge;</li> <li>have a good grasp of the limitations of the different types of knowledge.</li> </ul>	

Band	Level descriptor	Marks
Band 3	The candidate demonstrates the following abilities where appropriate to:	29-36
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of accurate and relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate the ideas clearly, using some specialist vocabulary with facility;</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate an awareness of the differences between types of knowledge;</li> <li>have a grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 4	The candidate demonstrates the following abilities where appropriate to:	19-28
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge;</li> <li>have a restricted grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-18
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some relevant knowledge;</li> <li>integrate knowledge from a very limited area;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation, and inappropriate spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a very limited awareness of the differences between types of knowledge;</li> <li>have a very restricted grasp of the limitations of the different types of knowledge.</li> </ul>	

**Assessment objectives for this paper.**

**Each question carries the same balance of marks.**

AO1	AO2	AO3	AO4
16	9	16	9

## Section A

## The Scientific Domain

Answer **one** question from this section.

- 1** Despite considerable reliance upon the discoveries of great scientists, some people today remain suspicious and concerned about scientific progress. Assess, with examples, the extent to which you consider these suspicions and concerns are justified.

[50]

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

Please use the generic mark scheme for 50 marks to make a final assessment.

The question covers three tasks:

- use of examples of suspicion and concern
- justification for these suspicions and concerns
- assessment of extent.

**Allow mobile 'phones.**

**Indicative content**

Examiners should be ready to credit examples.

Credit reasons for suspicion and concern:

- fear of unknown
- stories in the media
- problems such as global warming
- danger that scientists seek money and power
- danger of motivation by greed and fame
- political manoeuvring
- trials using animals.

Justification of suspicion and concern:

- there have been accidents, eg Chernobyl
- there have been unexpected outcomes eg thalidomide
- concern over lack of control
- insufficient long term research
- science at the very core of life.

Assessment:

- good and bad outcomes
- regulatory bodies
- efficacy of regulatory bodies
- issues related to the conscience of scientists.

Band 1	These candidates will be able to articulate concerns and to make a clear justification of the case. Crucially they will include some assessment that balances the case. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	45-50
Band 3	These candidates will be able to express some examples of the concerns of people and there will be some justification. The response will be clear but contain some errors of SPG and modest structure.	29-36
Band 4	These candidates will express some of the concerns of people in general terms. Their command of AO2 will be limited and inaccurate.	19-28

Recommended annotation:

Intro.

C1, C2 and C3 etc for concerns.

S1, S2 and S3 etc. for suspicions.

J1, J2 and J3 etc for justifications.

Ass- and Ass+ for assessment.

Conc. for conclusion.

- 2 Describe one development in telecommunications that you feel has raised social issues. Explain the issues that have arisen and suggest how they might be addressed.

[50]

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

Please use the generic mark scheme for 50 marks to make a final assessment.

The question has three parts:

- description of one development
- explanation of the social issues raised
- suggestions to address the issues.

#### Indicative content

Examiners should be liberal in their interpretation of social issues.

Environmental, political and economic issues may be included under the 'social' heading.

Developments that might be selected:

- mobile telephones
- email and the internet
- TV sales channels
- telephone sales
- call centres
- outsourcing
- electronic transmission of data.

**If a candidate describes two different developments, mark both and allow the better answer.**

Explanation of the issues arising:

- intrusion
- costs
- health hazards
- pornography
- job losses
- time management
- crime
- environment
- disposal problems.

Suggestions of ways in which the issues are addressed:

- independent research on fears
- fire walls and virus detection
- security usage of mobile phones eg counter terrorism
- greater regulatory control
- recycling/reuse.

Band 1	These candidates will describe a development in telecommunications, with some detail, and explain the issues arising. They will make at least two developed suggestions to address the issues. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	45-50
Band 3	These candidates will describe a development in telecommunications and at least two issues arising. Their attempts to address the issues will not be convincing. The response will be clear but contain some errors of SPG and modest structure.	29-36
Band 4	These candidates will describe a development in telecommunications with some explanation of the issues arising. Their command of AO2 will be limited and inaccurate.	19-28

Recommended annotation:

Intro.

D1, D2 and D3 for aspect of the description.

I1, I2 and I3 for issues arising.

S1, S2 and S3 for suggestion of solutions.

Use dev.

Concl.

- 3 **At the moment scientists cannot perform the following tasks:**
- **assess the intelligence and character of unborn children**
  - **allow easy everyday travel to the moon and planets**
  - **spray the atmosphere to stop global warming**
  - **design a road vehicle that uses water for its fuel**
  - **develop an injection to extend human life by 20 years.**

Select the one from the list above that you feel is most desirable.  
Assess the advantages and disadvantages of the one you have chosen.

[50]

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

Please use the generic mark scheme for 50 marks to make a final assessment.

This question comes from the prospective inventions section of the specification.

Candidates have to give the advantages and disadvantages of a chosen invention. For each option the advantages and disadvantages will have varying difficulty. In some options the advantages will be easier than disadvantages. The reverse will also be true.

#### **Indicative content**

##### **Assessing intelligence and character of unborn children.**

Advantages:

- identification of problems
- chance of termination depending on problem
- preparation for birth.

Disadvantages:

- rights of the unborn child
- dangers of termination or rejection
- ownership of the knowledge
- may fall into wrong hands.

##### **Allow easy everyday travel to the moon and planets.**

Advantages:

- satisfaction of space ambitions
- space tourism
- colonisation
- employment opportunities
- new knowledge
- reduces population pressure
- new source of resources.

Disadvantages:

- space pollution
- environmental impact on planet involved
- exploitation of resources on planets
- waste of resources.

**Spray the atmosphere to stop global warming.**

## Advantages:

- removes further dangers from global warming
- reduces risk of extreme weather
- relieve for areas threatened by flooding.

## Disadvantages:

- treats symptoms rather than cure
- could be used as a weapon
- assumes knowledge of complex system, other problems may arise
- may be used differentially (eg politically) (eg cost to poor countries).

**Design a road vehicle that uses water for its fuel.**

## Advantages:

- solves problem of depletion of petrol and oil
- cheaper
- greater access for people
- removes control of multinationals
- takes fuel out of political manipulation.

## Disadvantages:

- water short in some areas
- increased costs if desalinisation needed to meet demand
- makes commodity of vital resource
- differential costs based upon water availability
- increase in traffic causes congestion.

**Develop an injection to extend human life by 20 years.**

## Advantages:

- welcome by many people
- optional advantage
- aids someone making big contribution
- reduces loss of loved one.

## Disadvantages:

- price may be held for the rich
- overpopulation
- quality of extended life
- difficulty of the decision with sick relative
- dangers from dictatorships and other political figures
- quality of life.



Band 1	These candidates will develop at least two advantages and two disadvantages. Crucially they will include some evidence of balancing assessment. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	45-50
Band 3	These candidates will include advantages and disadvantages and there will be some development of these. Assessment of the balance will be largely absent. The response will be clear but contain some errors of SPG and modest structure.	29-36
Band 4	These answers will be unbalanced. Either advantages or disadvantages will be present with only a token mention of the other side of the debate. Their command of AO2 will be limited and inaccurate.	19-28

Recommended annotation:

Intro.

S for selection of options.

A1, A2 and A3... for advantages.

D1, D2 and D3... for disadvantages.

Ass for assessment.

Use dev to show development of points.

Concl.

## Section B

## The Cultural Doman

Answer **one** question from this section.

- 4 Describe and justify your belief as to **either** the existence **or** non-existence of a Supreme Being. You may use examples from everyday life to support your answer.

[50]

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

Please use the generic mark scheme for 50 marks to make a final assessment.

The question asks for the following:

- choice to argue **for or against** the existence of a Supreme Being
- description and justification of a view for or against the existence of a Supreme Being
- option to use examples from everyday life.

#### Indicative content

Candidates should argue for or against the existence of a Supreme Being. If they argue both cases then mark both and award to whichever is the higher mark.

Only accept Supreme Being in the religious sense, Max Band 4 for super heroes such as Mother Teresa, Diana Princess of Wales; Max Band 5 for imaginary people eg Batman.

The case for the existence of a Supreme Being

#### A. The design argument.

This argument suggests that if you have never seen the inside of a clockwork watch then you would believe that the intricate design did not happen by chance. Observers of the intricate world feel that the Supreme Being is the 'Divine Watchmaker'.

#### B. The cosmological (or universe) argument.

This argument suggests that people observing the beauty of the earth believe it must have been tended by the Supreme Being 'the gardener'.

#### C. The ontological argument.

This argument begins by pointing out that we have the idea of the Supreme Being as a perfect being. People have the idea of a Supreme Being and can imagine a Supreme Being. However if this perfect being only exists in the imagination then it cannot be perfect. To be perfect it must exist in the mind and reality.

#### D. Everyday experience.

Candidates may cite personal experience or other examples such as recovery from illness, answered prayers, coincidences that bring joy and the creativity of people.

Arguments against the existence of a Supreme Being.

- **astronomy**

Copernicus and Galileo observed that the earth was not the centre of the universe. The earth and planets orbited the sun. This did not match the ideas in the scriptures. Hence the authority of the holy books was undermined.

- **evolution**

Charles Darwin put forward the idea of evolution through natural selection. He suggested that some species had failed to adapt and had died out. Others were more successful and evolved. This challenged the creation accounts and the way people were created in the image of the Supreme Being.

- **creation of the universe**

Scientists have had a number of theories about the origins of the universe. These include 'Steady State', 'Big Bang' and a universe with no beginning or end. Once again the role of the Supreme Being as creator was challenged.

- **everyday life**

The concern that disasters happen. That religious or innocent people suffer illness. The ideas of famine, crime and war. Terrorism.

- **modern psychological theories as many people believe (security)**

- **materialism.**

**Accept denial of the alternative arguments eg life after death.**

Band 1	These candidates will draw upon at least three of the suggested arguments. The justification will show a good understanding of the question. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	45-50
Band 3	These candidates will show some understanding of at least two of the arguments but may find it difficult to articulate their understanding. Their response will be clear but contain some errors of SPG and modest structure.	29-36
Band 4	These answers will draw upon at least one of the arguments, probably everyday life, with some difficulty in making the point. The answer may appear to be unconvincing. Their command of AO2 will be limited and inaccurate.	19-28

Recommended annotation:

Intro.

F for, A against existence.

Y1, Y2 and Y3 description of evidence for the existence of a Supreme Being.

**or**

N1, N2 and N3 for description of evidence against the existence of a Supreme Being.

J1, J2 and J3 justification of points given in evidence.

Use dev and eg (mentioned in the question as needed).

Concl.

- 5 In recent years that has been much discussion about the unattractive or inappropriate work of some contemporary creative people. Select one of the following groups of artists. Identify two works, each one by different individuals within the chosen group. One should, in your opinion, be an example of poor creative work and the other particularly good. Describe and contrast the two works making clear the criteria you are using in your judgements.

Groups from which to make your selection:

- (a) architects (b) fashion designers  
 (c) painters (d) photographers  
 (e) sculptors (f) actors and stage directors  
 (g) film makers (h) composers.

[50]

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

Please use the generic mark scheme for 50 marks to make a final assessment.

The question includes the following tasks:

- selection of one of the groups (allow dancers/choreographers)
- identification of one piece as an example of poor work
- identification of one piece of good work
- description of the chosen two
- contrasts to show criteria.

#### Indicative content

Criteria that could emerge:

- fitness for purpose
- match to location (merge or contrast)
- innovative use of materials
- public reaction and interest raised
- environment and sustainability
- use/occupation of space
- enhances culture
- personal reaction (eg emotional understanding / experience).

Band 1	These candidates will identify two works in specific terms. Their descriptions of the two will be developed such that poor and good work is clear. They will make contrasts such that at least three criteria in total emerge. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	45-50
Band 3	These candidates will identify two works with some specificity. They will describe the two such that some idea of poor and good work emerges. At least two criteria in total will be implied through the contrasts. The response will be clear but contain some errors of SPG and modest structure.	29-36
Band 4	These candidates will identify two works in general terms. They will describe the two so that poor and good work is clear. Though contrasts may be made they are unlikely to give clear criteria. Their command of AO2 will be limited and inaccurate.	19-28

Recommended annotation:

Intro.

S for selected group.

Ip for identification of poor work.

Ig for identification of good work.

Dp and Dg for description of poor and good.

Cont for contrasting points.

Crit for emerging criteria (may be implicit).

Concl.

- 6 **A number of writers have suggested that the purpose of creative people is to present a ‘mirror or lamp’ to society. What do you think they are suggesting by the phrase ‘mirror or lamp’? Assess two of the ways in which creative people hold up a mirror or lamp to society.**

[50]

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

Please use the generic mark scheme for 50 marks to make a final assessment.

The question has three main parts:

- interpretation of the phrase ‘mirror or lamp’
- two ways in which creative people hold up a mirror or lamp (any discipline)
- assessment of the impact of creative people.

#### **Indicative content**

Mirror or lamp:

- mirror to reflect society
- allows society to see itself from different perspective
- allows society to look without engagement
- sheds light upon society
- allows clearer view of darker places
- show the way forward
- provides guide for those who have lost their way.

Two ways in which creative people hold up a mirror or lamp

Mirror:

- architects reflect change through new materials
- fashion designers reflect life style
- photographers aid record of people and places
- musicians influence mood and motivation
- writers draw individuals into situations / playwrights
- dancers / choreographers reflect bodyshape and flow of society
- stage directors through interpretation.

Lamp:

- architects show visions of the future
- painters shed light on worlds to come
- film makers reveal what might happen in the future
- fashion designers open windows of opportunity for self design
- musicians show ‘things to come’.

Band 1	These candidates will include a clear interpretation of 'mirror' and of 'lamp'. They will be able to show command of these ideas. They will offer a developed account of at least two ways in which creative people can impact upon society. The distinction of mirror or lamp will be clear. The answer will include some assessment. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	45-50
Band 3	These candidates will offer some ideas on the concepts of mirror and lamp. They will also be able to give an account of two ways in which creative works can impact on society. The distinction of mirror or lamp will not be clear. The response will be clear but contain some errors of SPG and modest structure.	29-36
Band 4	These candidates will offer an idea for mirror and lamp. They will also offer one way in which creative people may impact on society. Their command of AO2 will be limited and inaccurate.	19-28

Recommended annotation:

Intro.

M for points about the mirror aspect of the phrase.

L for points about the lamp aspect of the phrase.

eg for chosen aspect of creative work.

W1 and W2 for ways

Ass for assessment of the impact.





**Mark Scheme 2966  
January 2007**

**Guidance for Examiners**

Use the following annotations. **Do not use ticks.** In any one script you are not expected to use all of these.

Key	central point
Yes +/-	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
NAQ	not answering the question
eg	appropriate example
Sp/G/Eng	spelling, grammar and language error; you are not expected to correct all of them
(....)	indicates a choice or a key phrase
D	description
R	reason
Rep	repetition, often of the question
Res	resource reference
K	knowledge
F	loses focus
í	info

**Stages to an essay mark**

Read and annotate the candidate response.

Review your annotation, even count up the points if it helps to be consistent, and then consider in which band the answer is located.

Consider its position within the band and a possible mark. Fine tune the mark by thinking about Assessment Objectives.

Write a one or more line comment reflecting the AO statements.

eg	AO1	good knowledge very limited knowledge and eg
	AO2	clearly written inaccurate Spg
	AO3	examples given
	AO4	personal experience relevant restricted personal experience

Enter the final mark in a circle.

## Generic Levels Mark Scheme

Band	Level descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	41-50
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a (very) good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate (complex) ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop (complex) reasoned arguments and draw sound conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a very good awareness of the differences between types of knowledge;</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	31-40
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a (good) range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently; adequate; satisfactory;</li> <li>develop reasoned arguments and draw conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a good awareness of the differences between types of knowledge;</li> <li>have a good grasp of the limitations of the different types of knowledge.</li> </ul>	

Band 3	The candidate demonstrates the following abilities where appropriate to:	21-30
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of accurate and relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate the ideas clearly, using some specialist vocabulary with facility;</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate an awareness of the differences between types of knowledge;</li> <li>have a grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 4	The candidate demonstrates the following abilities where appropriate to:	11-20
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge;</li> <li>have a restricted grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-10
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some relevant knowledge;</li> <li>integrate knowledge from a very limited area;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation, and inappropriate spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a very limited awareness of the differences between types of knowledge;</li> <li>have a very restricted grasp of the limitations of the different types of knowledge.</li> </ul>	

**MARK SCHEME**

Assessment objectives balance for each question.

Sub-section	AO1	AO2	AO3	AO4
Q1	8	8	28	6

**NB**

*All indicative content is intended as a guide only. Any relevant ideas should be credited whether they appear specifically on the mark scheme or not.*

**Section A**

(You must answer this question)

- 1 Read the source material. What do you see as the social advantages and the social disadvantages of an ageing population in Britain? Discuss what response the British government should make to ‘this extraordinary demographic shift’. [50]**

**Advantages of an ageing population:**

- a deepening skills base
- greater knowledge and experience
- extended family support for adult children and grandchildren
- a pool of experienced and reliable employees to fill gaps in job market
- a market for a wider range of goods and services aimed at older people
- encourages social audit and planning to account for the needs of this population.

**Disadvantages of an ageing population:**

- increased pressure on the NHS and higher expectations of it
- a similar effect on social services and housing needs for older people
- more people drawing pensions than paying in to them
- the rate of change in the population demographic is too fast for comfort
- the young might feel marginalised
- the repressive attitudes of some older people could discourage innovation
- the physical aspects of old age have little to recommend them
- many older people will resent feeling dependent
- could lead to a predominance of conservative/reactionary thinking
- older people find it harder to adapt to change and may feel threatened by it
- imbalance in provision of eg entertainment.

**Government response:**

- raise retirement age or abolish retirement altogether
- increase the state pension and hence its tax cost to the population at large
- abolish the state pension and insist on private pension provision
- greater NHS investment in treatment and health education for older people
- greater social service investment aimed at the problems of older people
- more senior MPs and Ministers as role models
- better and cheaper public transport
- more amenities for older people
- prevent the marginalisation of older people
- no response, or (what is more likely) a response which is too little and too late
- redirection of funds from education.

**Band 1 [41-50]**

This will be, at least, a thoroughly competent response. There are, in effect, three parts to this question and **all three must** be considered for a Band 1 mark to be given. Several valid points should be made for **each** of the three parts, but these need not correspond exactly to the Indicative Content. Credit any relevant points on their merits.

Answers in this band will use the resource as a plan for their answer, citing the facts and figures given where appropriate, and identifying both the scope and the inevitability of the problem. To this extent we may expect answers to be in three linked sections. Candidates may also set themselves the challenge of propounding answers to the series of questions found in the concluding lines of the source.

To the extent that this is a problem of which the initial phases are clearly visible in today's society, good candidates may also be expected to refer to recent legislation concerning retirement ages, recent developments in final salary pension schemes and other relevant factors to provide themselves with a useful element of AO4. In identifying advantages and disadvantages they may well offer a taxonomy based on their relative importance, urgency and cost, and may also make novel suggestions as to how the Government might act to meet the problems which will arise.

**Band 3 [21-30]**

This will, at least, show an adequate degree of understanding. There are in effect three parts to this question, and **at least two must** be considered for a Band 3 mark to be given. Several valid points should be made for **each** of the two parts, but these need not correspond exactly to the Indicative Content. Credit any relevant points on their merits.

A competent response will show signs that the candidate has read the source, but will probably make sparing use of it in writing an answer. At this level it is wise to expect a 'checklist' approach that may well cite a selection of the points adduced in the indicative content and develop them briefly. To this extent the structure of answers in this band will be more fragmentary and less well integrated than in higher bands.

It is to be expected also that candidates will find it harder to write a balanced answer, and so we may see essays much stronger on advantages or disadvantages, with thinly developed reference to possible Government responses. This last will be the case since it is the part of the question requiring a knowledge base. AO4 in this band is liable to be anecdotal and lacking in follow-through.

**Band 4 [11-20]**

This will be a limited response. There are in effect three parts to this question, and **at least two must** be considered for a Band 4 mark to be given. A Band 4 response will be differentiated from one in Band 3 chiefly by its lack of both range and depth. At the bottom of the band the treatment will be very perfunctory.

The limitations of this answer will arise from two causes. One, that the complexity of the language in the resource may inhibit understanding and hence response, and two, that only candidates who regularly access responsible news media will have any kind of knowledge base to work from. Candidates in this band may well struggle on these grounds.

That said, most candidates will be able to cite the limited number of advantages and disadvantages required for a mark in this band; equally, few of them will be able to offer sensible or thought-out government responses. Answers will on the whole be brief, with development limited to comment ranging from the straightforward to the simplistic. It is likely that if any *facetiae* are offered (eg the culling of the over 70s on an annual basis (we will find them in this band. AO4 will almost certainly be absent.

**Section B**

(Answer ONE question from this section. Answers must be in the form of an essay)

Assessment objectives balance for each question.

Section B	AO1	AO2	AO3	AO4
	10	10	18	12

- 2 'Democracy is a very bad form of government but remember this, all the others are so much worse.' Discuss this opinion, including a definition of democracy in your response.

[50]

**Indicative content - democracy**

- definition of democracy eg *government by the people through elected representatives* [or **similar**]
- democracy has to respond to the more and the less competent as well as to the malicious and the stupid
- some forms of democracy might be considered less effective than others, eg those derived from FPTP voting or PR electoral reform
- the open-ness of democracy means that it can be subverted by propaganda, spin or humbug generally
- democracy as practised in a two-party system offers the electorate little real choice
- democracy can in effect mean that the electorate is consulted only immediately prior to an election and never apart from then
- a whipped party system (such as is produced by British General Elections) is in fact anti-democratic.

**Indicative content – other systems of government**

These could include arguments for and against

- dictatorship – whether benign, malign, civil or military
- oligarchy
- hereditary monarchy
- plutarchy
- meritarchy
- other systems of government.

**Band 1 [41-50]**

This will be, at least, a thoroughly competent response. Democracy will be defined succinctly and accurately. Other forms of governmental system will be discussed competently, and relevant comparisons made between them. Specific examples, where adduced, will be helpful, though the absence of them need not be a drawback. A clear conclusion will be drawn. To be placed in the upper segment of this band a considerable degree of complexity will be need to be demonstrated.

Answers in this band will address all the aspects of the question including some which are implied rather than explicit. In particular, really able candidates may be expected to distinguish between different types of democracy such as direct, representative and liberal as well as referring [but no more] to the various types of electoral processes that serve them. Likewise, the alternatives to democracy will be explored at some length and in some variety, with appropriate exemplifications by way of illustration. Where a conclusion is drawn, it will most often be in agreement with the proposition in the question, though if a well-informed and persuasive candidate concludes that a benevolent dictatorship works better this should not count against the mark. Similarly, candidates studying A level politics may include a discussion of the political clout of large commercial organisations, particularly those in the field of energy supply and public information, and the extent to which these subvert the political process. Such discussions should be assessed on their merits.

### **Band 3 [21-30]**

There will be at least some adequate understanding in a Band 3 response. Democracy will be defined – possibly in simple terms, but understandably – other forms of government will be discussed with a degree of competence. A conclusion [which may not wholly reflect the premises from which it arises] will be drawn. To gain a high mark in this band, the answer will need to be consistently adequate in scope, depth and presentation.

Band 3 answers will typically use an anecdotal, broad-brush approach which may well be reasonably detailed but which will lack depth and insight. A single, brief definition of democracy may be cited, along with a list of [more or less] unsupported assertions as to its limitations – which may well be exemplified using eg the present make-up of the House of Commons and its failure to reflect the popular vote. Weaker candidates in this band may well lose focus at this point and divert into a discussion of eg proportional representation.

Alternatives to democracy may well be limited to communism [at least in its eastern European manifestation] and fascism, though some candidates with a better sense of history may make fruitful reference to monarchical government also. If a conclusion is drawn then it will almost certainly be in agreement with the proposition.

### **Band 4 [11-20]**

This will be a limited response, lacking scope, depth and development. Democracy will be defined implicitly, or, if explicitly, simply and with no developed examples. Another form of government will need to be mentioned in order for the answer to stay in band 4.

A simplistic definition of democracy will be offered at this level, and this may well be on the lines of '*one man one vote*' or '*government by the people for the people*', with little or no development of a more complex model. Likewise, alternative systems of government will be discussed in terms of dictatorship, which will probably be exemplified by reference to the Third Reich, and we may expect some irrelevant discursions in this area also. Any conclusion will agree with the proposition, though the quality of argument deployed will probably not go very far towards justifying it.



- 3 Social Science researchers often refer to different social groups by a combination of letters and numbers, eg A1 refers to qualified professionals, B2 to clerical workers and C1 to skilled manual labourers. Briefly outline to what social group you consider yourself to belong and why. Indicate to what extent you believe such social categorisations are useful. [50]**

**Indicative content (candidate's social group):**

- discussion of parents' position
- discussion of whether the candidate conforms to this or not
- students are in a category of their own
- influence of education
- refusal to acknowledge the validity of such social groupings.

**Indicative content (are these categories useful?):**

**Useful:**

- important for social scientists and sciences
- convenient statistically
- useful for marketing
- useful for politicians and spin doctors
- social groupings do exist and a taxonomy is useful
- social groups do conform, at least broadly, to type
- the British seem comfortable with such groupings
- they have become reasonably common knowledge and hence useful.

**Not useful:**

- human beings should not be categorised like this
- human beings cannot actually be categorised like this
- such categorisations do not reflect real life
- or if they do, they do so imperfectly
- such categorisations pander to class obsession and snobbery
- such categorisations reinforce social stereotypes
- they can also discourage social mobility
- the bands are too broad to say anything useful
- variations within bands are as important as the similarities.

**Band 1 [41-50]**

This will be at the least a thoroughly competent response. Candidates' reference to their own social category will be clear sighted and sensible as well as, so far as this may be possible, objective. There will be relevant and plausible illustration and analysis of this position. Consideration of the usefulness of such categorisation will be clear and thoughtful, with perhaps some trenchant aspects. A degree of complexity is pre-requisite for a high mark in this band, and this complexity may be acknowledged by the lack of a drawn conclusion.

Candidates able to write objectively about themselves and their family backgrounds will be in the best position to locate themselves accurately in their social class, and will also discuss with insight the ambiguities implicit in taxonomies of this kind. In particular, the weakness of this classification – that of describing people by what they do for a living, which cannot account in modern times for the income level they enjoy as a result – will lead good candidates into some intricate discussion leading, in general, to an open-ended conclusion.

Likewise, a wide range of the indicative content will be explored, and a balance of the usefulness and ineffectiveness of the taxonomy will be achieved. In particular, the tendency of such class descriptors to become prescriptive, and to lead to a mechanistic account of society will be discussed, as will the way in which so many exceptions to the classification occur, to the extent that it will be, at last partially, invalidated. Some account of the subtleties that such taxonomies are almost bound to ignore will also be given.

It is unlikely that a well-informed and intelligent candidate will draw a conclusion on such an ambiguous matter as social class.

### **Band 3 [21-30]**

This will be at the least an adequate response for the most part. Candidates' reference to their own social category will be clear and adequately supported, but there will be little if any objectivity [or indeed any acknowledgement of the need for it]. There will be illustration and some basic analysis of this position. Consideration of the usefulness of such categorisation will be clear but lack development. A consistently adequate response will be required for a high mark in this band.

A band 3 answer may well have trouble sticking to the point, and will also be more anecdotally based than is conducive to balanced discussion. Analysis of the candidate's social class will probably be based on the here and now of the candidate's nuclear family, with little consideration of change, development or deterioration between generations. It is also to be expected that some candidates at this level will indulge in an unfocused polemic against the notion of social class – missing the point of the question more or less completely.

Assessment of the usefulness or otherwise of such taxonomies will be limited and descriptive rather than discursive, and candidates will show little, or at best limited awareness of how subtleties of social class are elided by the process of classifying. If a conclusion is drawn, it could well be to the effect that the use of social classifying is restricted, and largely commercial or political rather than narrative.

### **Band 4 [11-20]**

Candidates' reference to their own social category will be generally clear but tend to the simplistic. Consideration of the usefulness of such categorisation may be clear enough but more or less completely undeveloped. This will be a limited response in scope, depth and analysis, and it is likely that weak AO2 will contribute to these shortcomings.

A limited answer will offer a simplistic or naïve description of the candidate's own social class which will probably be confined to the candidate only, with little or no reference to their family background.

Likewise, any consideration of the pros and cons of a social taxonomy will be limited to purely descriptive, rely heavily on stereotypes, and may well lose focus on the answer by referring to such phenomena as 'chav' culture or television programmes such as *Little Britain*. It is unlikely that a conclusion will be drawn, or, if one is, it is likely that it will not be an outcome of any arguments in the body of the answer.

- 4 **ASBOs (Anti-Social Behaviour Orders) have been increasingly used in recent years as a method of tackling youth crime. Assess the potential effectiveness of ASBOs, giving general or specific examples to illustrate your argument. [50]**

**Indicative content:**

**The Anti-Social Behaviour Order**

- what it is
- why it is imposed as a sanction rather than a fine or imprisonment
- how it is administered
- the penalties for breaching its terms
- its intention
- its role in a progressive series of sanctions
- exemplification of the kind of behaviour which leads to its imposition.

**Effective:**

- targets a section of society that might previously have slipped through the net
- an ASBO gives a clear description of an offence, and clear instructions for its observance to the offender
- when well administered enforces acceptable behaviour on the offender on pain of a progression to the loss of liberty
- is seen as a stage in the treatment of offenders which will lead to more severe punishment when breached.

**Ineffective:**

- in practical terms is impossible effectively to administer except by very labour intensive methods
- an ASBO is a literate, socially responsible policy aimed at a section of society which is often neither and thus unable to respond to it
- it assumes that offenders possess as sense of what is anti-social behaviour, which is unlikely to be the case, by definition
- such offers may be competing with inadequate or non-existent parenting, overwhelming peer pressure which the offender may feel powerless to resist
- it may not feel like punishment and hence is seen as pointless
- it is seen as a soft approach – a slap on the wrist
- it is perceived by the public as unworkable and by offenders as a challenge to be circumvented.

**Band 1 [41-50]**

This will be, at the least, a thoroughly competent response. Candidates will make clear sighted, sensible and knowledgeable reference to the ASBO and its effectiveness. Analysis, illustration and assessment will be relevant, plausible and well informed. A degree of complexity will be a prerequisite for a mark in the upper half of this band, and recognition of this complexity will probably prevent the drawing of a firm conclusion.

Of all the optional questions on the paper this is the one where able candidates will need a secure and well-referenced knowledge base to make an effective answer. Thus, the ASBO will need to be thoroughly described – what it is, how it works, how and for what it is imposed, and above all where it fits into the pattern of sanctions imposed for antisocial behaviour. A definition of antisocial behaviour, ie behaviour which may not necessarily be criminal, but which inconveniences and frightens others should form part of the answer also.

Likewise the pros and cons of the sanction will be explored in depth, resist the temptation to indulge in tabloid generalisations, and offer a range of concepts similar to those listed in the indicative content above.

Above all the band one candidate will recognise, describe and discuss this issue for the complex and difficult area of criminal justice it actually is.

### **Band 3 [21-30]**

This will be a generally adequate response. There will be some appropriate reference to the effectiveness of the ASBO, together with some illustration and analysis, though the former will tend to be anecdotal. An answer obtaining a higher mark in this band will be consistently adequate.

It is likely that many candidates who feel unequal to questions 2 and 3 will choose this question by default, and equally likely that a majority of them will write answers scoring in this band and below. The knowledge base of a band 3 answer will be limited and tend to the superficial, as will discussion of the pros and cons of the matter.

It is equally likely that there will be much anecdotal material at this level, some of it of doubtful provenance, and candidates will find it hard to keep any kind of objective focus on the question.

Tabloid thinking will predominate in the lower part of the band, and if a conclusion is drawn it is liable to be simplistic at best and only partially informed at worst. Weaker candidates in this band will possibly misread the question and supply a discussion of alternatives to the ASBO, and colleagues will need to bear in mind the question of focus in marking such answers.

### **Band 4 [11-20]**

This will be a limited response. Candidates will make some superficial reference to the effectiveness of an ASBO. There will be little if any illustration or analysis, and what there is will probably be tendentious or partake of urban myth. Weak or slapdash AO2 will contribute to the limitations of the answer.

Answers in this band will probably be almost entirely anecdotal in content and be developed little beyond this. Points will be asserted rather than supported, and the insecure knowledge base will limit the answer to the point of trivialising the issue. It is likely that we will read much of chav families, sink estates and gangs of feral children without any use being made of this (admittedly questionable) information. If we get answers advocating a return to birching and capital punishment they will probably be in this band. It is important note, in this as in other bands, that the question does not ask for alternatives to ASBOs but for an assessment of them in theory and practice.

**Mark Scheme 2968  
January 2007**

### Guidance for Examiners

Use the following annotations. **Do not use ticks.** In any one script you are not expected to use all of these.

Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
NAQ	not answering the question
eg	appropriate example
Sp/G/Eng	spelling, grammar and language error; you are not expected to correct all of them
(....)	indicates a choice or a key phrase
D	description
R	reason
Rep	repetition, often of the question

### Stages to an essay mark

Read and annotate the candidate response.

Review your annotation, even count up the points if it helps to be consistent, and then consider in which band the answer is located.

Consider its position within the band and a possible mark. Fine tune the mark by thinking about Assessment Objectives.

Write a one or more line comment reflecting the AO statements.

eg	AO1	good knowledge very limited knowledge and eg
	AO2	clearly written inaccurate Spg
	AO3	examples given
	AO4	personal experience relevant restricted personal experience

Enter the final mark in a circle.

Examiners should apply the generic mark scheme to make their initial assessment using a 'best fit', holistic approach. Reference should be made to the indicative content and the assessment objectives to arrive at the final mark.

### Generic Levels Mark Scheme

Band	Level descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	41-50
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a very good awareness of the differences between types of knowledge;</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	31-40
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a good awareness of the differences between types of knowledge;</li> <li>have a good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 3	The candidate demonstrates the following abilities where appropriate to:	21-30
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly, using some specialist vocabulary with facility;</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate an awareness of the differences between types of knowledge;</li> <li>have a grasp of the limitations of the different types of knowledge.</li> </ul>	

<b>Band</b>	<b>Level descriptor</b>	<b>Marks</b>
Band 4	The candidate demonstrates the following abilities where appropriate to:	11-20
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some relevant knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge;</li> <li>have a restricted grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-10
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation, and inaccurate spelling.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very limited awareness of the differences between types of knowledge;</li> <li>have a very restricted grasp of the limitations of the different types of knowledge.</li> </ul>	



## Section A

Assessment Objectives Balance				
Sub Section	AO1	AO2	AO3	AO4
	12	6	13	19

- 1 Discuss one cultural, one scientific and one social issue connected with blood sports. To what extent do you agree with a policy of a total ban of blood sports in the UK? [50]

**Indicative Content**

The essay is in four parts: the identification of three issues, one from each domain followed by a more personal view on blood sports. The source gives some background on the attitudes of hunts people and reference to what is seen as a more humane alternative.

The source covers the following points:

**Paragraph 1**

- hunting cannot be relied upon to be successful at every meeting
- hunt supporters operate in any weather
- there is a feeling of sadness as the season ends as in the autumn there will be a ban.

**Paragraph 2**

- the hunt supporters plan to take up a further blood sport in the closed season
- they appear committed, enthusiastic and enjoy what they do.

**Paragraph 3**

- people have suggested that drag hunting is a suitable alternative (as no foxes are involved)
- the 'real' hunt and drag hunting involve two different techniques – enjoyable and valuable but not equivalent.

**Paragraph 4**

- there are two interpretations of (M) mystery: 1) something no-one understands; 2) a pursuit which is ceremonial and exclusive, curious and incomprehensible.

**Paragraph 5**

- hunting controls foxes
- fox-hunters continue to hunt not to cling to traditions but to link up with nature in a primeval sense.

**Paragraph 6**

- the hunt is unique; a battle between hunter and hunted; it is an unrepeatable experience which cannot be replaced by a poor substitute (drag racing).

There are a number of issues which might be cited from each domain and there follows a selection of what might be regarded as the most obvious ones.

**Cultural Issues**

- hunting is the 'sport of Kings' and has been part of the UK's cultural heritage for centuries. The manner of 'the kill' is merely the preservation of traditions
- uniformed huntsman with their pack of dogs are synonymous with the British country way of life that has been depicted in countless paintings and drawings
- hunting can prove to be an important tourist attraction
- hunters going abroad to continue their way of life eg France
- hunting seen in the context of town and city versus countryside
- other people besides hunters involved eg hunt followers
- the idea as part of save the countryside campaigns
- the banning of hunting causes a break in the countryside hierarchy.

**Scientific Issues**

- foxes are causing damage to the countryside and killing other animals. Hunting could be seen in the same light as 'culling'
- the killing of any animal 'in cold blood' is inhumane
- there could be a knock-on effect as the killing of a parent animal may mean that many others might starve and die
- the hunt can have a negative effect on the environment and its preservation by having a right to roam anywhere in pursuit of their prey
- chemicals and intoxicants used in Drag Hunting could cause damage to the environment.

**Social Issues**

- hunting is a way of life for people in some areas where the hunt is relied upon as a source of income. It is also an inherent part of some families
- the manner of conduct of the hunt sends out the wrong message about people living in a supposedly civilised country
- hunting is an exclusive rather than an inclusive activity – not just anyone can take part and there is a hierarchy of importance.

Examiners should look for some explanation of the issues, development of any views expressed coupled with the examination of alternatives or possibly less favourable and unpopular viewpoints (a sign of AO4).

**To what extent do you agree with a total ban of blood sports?**

In this part of the essay candidates have an opportunity to express their own views and should involve some sense of balance in their presentation. 'To what extent' implies 'how far' which would mean a good answer introducing negative as well as positive ideas. Candidates may take up points raised earlier in the essay and offer them for further examination.

Candidates may consider:

- the position of the government and their ability to enforce the law
- the preservation of a tradition
- the protection of the environment and other animals
- cruelty to animals
- a partial ban or controlled quotas of hunting
- a more humane way of hunting.

The following descriptors should be used as a guide in placing essays in a band. It will be necessary to consider the degree of content and argument contained within the essay in order to confirm its place in the band by fine-tuning. Examiners are warned of the emotive nature of the issue and attitudes in their assessment.

**Band 1** answers will make reference to the source as a way of contextualising some of the key issues and refer to an important issue from each domain. There will be a need to question and challenge the issues as well as illustrate with examples in order to consolidate opinions. In tackling the extent there will be both positive and negative ideas. A conclusion will propose what the future holds or review the key strengths and weaknesses of the arguments presented.

**Band 3** answers will make reference to elements of the source and draw simple conclusions with less analysis and more description. There will be some imbalance in the references to the domains, possibly with one being omitted. Examples will be limited or inappropriate, failing to support the ideas presented solidly. Reference to extent will be limited to a one-sided, partisan view. A conclusion will be a repetition of points made rather than a personal viewpoint.

**Band 4** answers will be mostly descriptive with little evidence of an essay structure or serious attempt to tackle the key issues raised by the question. The source will barely be used. Answers will be short and lacking in any exposition, development or conclusion. There will little balance between positive and negative views or any sense of cogent, logical argument. . There will be a lack of appropriate examples. The style of communication will be poor with many errors which may blur the overall content.

Annotate using the following symbols:

**Cul** cultural issue

**Sci** scientific issues

**Soc** social issues(s)

## Section B

Assessment Objectives Balance				
Sub Section	AO1	AO2	AO3	AO4
	12	6	13	19

- 2 Identify and discuss, from one cultural, one scientific and one social issue that has arisen from the changing demand for energy. [50]

**Indicative Content**

The essay is in three parts. Candidates are expected to identify one cultural, one scientific and one social issue arising from the changing demand for energy. Some of the key points suggested by the sources are detailed below.

**Source 2**

- atomic waste is dangerous to life on our planet
- nuclear development has progressed a lot since the 1940s
- the atmosphere plays an important part in the transmission of nuclear materials and therefore all countries are under threat not just the one where an accident happens
- nuclear fall-out can adversely affect the eco-system of the planet for many years
- radiation is all around and invisible
- radiation from material poses a serious health and safety threat irrespective of the size of the sample.

**Source 3**

- the image is in black and white, which supports the 'dark and dirty' image of coal mining
- the characters appear to be three generations (father, son, and grandson) which illustrates the family connection to the industry (a tradition of working handed down through generations)
- the image is industrial: back to back terraced housing forming a community of people who grew up in the shadow of the pit
- the expressions of the men are serious and strained which complements the dangerous, hard, unhealthy work which they undertook for many hours each day
- their dress suggests early-mid 20<sup>th</sup> century.

**Source 4**

- the power of the future: tall, almost silent wind turbines
- they are positioned on an open, bleak landscape away from built up areas
- they are grouped in clusters (wind farms)
- though care is exercised in choosing their position, they are criticised for their spoiling of the natural landscape
- they do not require the supporting infrastructure required by nuclear and coal power.

A selection of **issues** that may arise might include:

**Cultural**

- the effect that power has had on communities, families and upbringing
- the influence that power has had on the traditions of a particularly region or country
- the respect earned by a country adopting a 'greener' policy
- the competition to be a leading developer in the field of power.

**Scientific**

- the need to preserve natural fuels as there is a diminishing supply
- the quest for 'greener' alternatives and the research into their development
- the bi-products of the fuel sources (weapons)
- the health implications of working in the power industry
- the limited output of some of the new methods of producing energy.

**Social**

- the relative costs of producing each type of power and its effect on a country's industry and economy
- the political implications of favouring or discarding a particular type of power linked to prosperity and slump
- the effects that the power industry has had on the development and maintenance of communities
- the Green movement
- health implications of nuclear power
- the high cost and limited availability of oil
- the dependence on energy sources from certain countries, eg Russia, Iraq.

The question offers the candidate the opportunity to approach the perspectives from either positive or negative directions and enables them to make connections in a variety of different ways. This should ensure that each domain is covered.

The following descriptors should be used as a guide in placing essays in a band. It will be necessary to consider the degree of content and argument contained within the essay in order to confirm its place in the band by fine-tuning.

**Band 1** answers will make reference to the sources and other non-renewable or finite resources as a way of contextualising some of the key issues and refer to some issues which they raise. In fact, the best essays may refer to one renewable and one finite resource in order to compare and contrast them. There will be a need to question and challenge each one in uncovering a range of perspectives as well as illustrate with examples in order to consolidate opinions. Candidate will cover one positive and one negative effect of each type of power in some detail and with appropriate support and illustration. A conclusion will propose what the future holds or review the key strengths and weaknesses of the arguments presented.

**Band 3** answers will make reference to elements of each source or other alternative fuel sources and draw simple conclusions with less analysis and more description. There will be some imbalance in the references to the domains, possibly with one being omitted. Examples will be limited or inappropriate, failing to support the ideas presented solidly. Reference to domain perspectives will be limited to a one-sided view. A conclusion will be a repetition of points made rather than a personal viewpoint.

**Band 4** answers will be mostly descriptive with little evidence of an essay structure or serious attempt to tackle the key issues raised by the question. The sources will be used superficially or ignored. Answers will be short and lacking in any exposition, development or conclusion. There will be little balance between positive and negative views or any sense of cogent, logical argument. There will be a lack of appropriate examples. The style of communication will be poor with many errors which may blur the overall content.

Annotate using the following symbols:

**Cul** cultural perspective

**Soc** scientific perspective

**Sci** social perspective

**Advanced GCE General Studies  
January 2007 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a	b	c	d	e	u
<b>2961</b>	Raw	100	79	72	65	58	51	0
	UMS	90	72	63	54	45	36	0
<b>2962</b>	Raw	100	70	62	55	48	41	0
	UMS	90	72	63	54	45	36	0
<b>2964</b>	Raw	100	66	58	51	44	37	0
	UMS	120	96	84	72	60	48	0
<b>2965</b>	Raw	100	79	72	65	58	51	0
	UMS	90	72	63	54	45	36	0
<b>2966</b>	Raw	100	66	59	52	45	39	0
	UMS	90	72	63	54	45	36	0
<b>2968</b>	Raw	100	68	61	54	47	41	0
	UMS	120	96	84	72	60	48	0

**Specification Aggregation Results**

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
<b>3831</b>	300	240	210	180	150	120	0
<b>7831</b>	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
<b>3831</b>	9.3	25.2	48.4	69.9	87.4	100	3537
<b>7831</b>	13.5	33.5	57.7	80.3	93.9	100	707

**4244 candidates aggregated this series**

For a description of how UMS marks are calculated see;  
[http://www.ocr.org.uk/exam\\_system/understand\\_ums.html](http://www.ocr.org.uk/exam_system/understand_ums.html)

Statistics are correct at the time of publication

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**(General Qualifications)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [helpdesk@ocr.org.uk](mailto:helpdesk@ocr.org.uk)

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Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

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