

General Studies

Advanced GCE A2 7831

Advanced Subsidiary GCE AS 3831

Mark Schemes for the Units

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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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2961 The Cultural Domain 1

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 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.

The front cover of each answer booklet should show the marks awarded by the examiner for questions 1, 2, 3 and the marks for the (a) and (b) of the question chosen in Section B. The total for these five marks should be shown. Each of these marks should show evidence of checking and the cover initialled by the examiner and checker.

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

Generic Mark Scheme for 40 mark questions in Section B

Band	Level Descriptor	Marks
AO1	The candidate demonstrates the following abilities where appropriate to:	
Band 1	<ul style="list-style-type: none"> select, use and integrate a very good range of relevant knowledge show a good understanding of the concepts involved. 	9-10
Band 2	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge show an understanding of the concepts involved. 	7-8
Band 3	<ul style="list-style-type: none"> select, use and integrate a range of relevant knowledge show an adequate understanding of the concepts involved. 	5-6
Band 4	<ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge show a modest understanding of the concepts involved. 	3-4
Band 5	<ul style="list-style-type: none"> select, use and integrate some knowledge show a restricted understanding of the concepts involved. 	0-2
AO2	The candidate demonstrates the following abilities where appropriate to:	
Band 1	<ul style="list-style-type: none"> communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility. 	9-10
Band 2	<ul style="list-style-type: none"> communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way use a range of the rules of grammar, punctuation and spelling with facility. 	7-8
Band 3	<ul style="list-style-type: none"> communicate clearly, using some specialist vocabulary with facility use some of the rules of grammar, punctuation and spelling with facility. 	5-6
Band 4	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary use some rules of grammar, punctuation and spelling. 	3-4
Band 5	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms use poor grammar and punctuation, and inaccurate spelling. 	0-2
AO3	The candidate demonstrates the following abilities where appropriate to:	
Band 1	<ul style="list-style-type: none"> analyse issues and problems well and evaluate them appropriately develop complex reasoned arguments and draw sound conclusions on the evidence. 	9-10
Band 2	<ul style="list-style-type: none"> analyse issues and problems and evaluate them competently develop reasoned arguments and draw conclusions on the evidence. 	7-8
Band 3	<ul style="list-style-type: none"> undertake some analysis of issues and problems and make a superficial evaluation develop arguments and draw conclusions. 	5-6
Band 4	<ul style="list-style-type: none"> demonstrate limited analysis of issues and problems with limited evaluation develop limited arguments and draw limited conclusion. 	3-4
Band 5	<ul style="list-style-type: none"> undertake poor analysis of issues, problems and evaluation recognise arguments and conclusion. 	0-2

AO4	The candidate demonstrates the following abilities where appropriate to:	
Band 1	<ul style="list-style-type: none"> • demonstrate very good awareness of the differences between types of knowledge • have a very good grasp of the limitations of the different types of knowledge. 	9-10
Band 2	<ul style="list-style-type: none"> • demonstrate good awareness of the differences between types of knowledge • have a good grasp of the limitations of the different types of knowledge. 	7-8
Band 3	<ul style="list-style-type: none"> • demonstrate awareness of the differences between types of knowledge • have a grasp of the limitations of the different types of knowledge. 	5-6
Band 4	<ul style="list-style-type: none"> • demonstrate limited awareness of the differences between types of knowledge • have a restricted grasp of the limitations of the different types of knowledge. 	3-4
Band 5	<ul style="list-style-type: none"> • demonstrate very limited awareness of the differences between type of knowledge • have a very restricted grasp of the limitations of the different types of knowledge. 	0-2

Section A

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

Indicative Content

1 State briefly what you understand by the following terms:

(a) 'browsing' (line 1)

To look around (1) many/various stalls on the market (1) in a leisurely way/for fun (1) without the pressure of time (1) or salespersons (1)/under no pressure to buy (1)

[3]

(b) 'Christmas experience' (line 3)

a feeling that one gets at Christmas (1), seeing and being part of the sights and sounds of Christmas (1) that is unique to the time of the year (1) where everyone is enveloped in/excited by/part of the elements of the season (1) such as Christmas trees/lights/Santa's Grotto/carol singers/the Nativity (1)

[3]

(c) 'downloading information' (line 7)

the process of electronically copying (1) information from the internet to a personal computer or laptop (1) or downloaded using mobile phones/iPods/MP3 players (1) which may or may not be useful (1) which saves the cost of purchasing a published book (1).

[3]

(d) 'on-line High Street' (line 8)

the same shops and outlets that one finds in the streets of a town or city (1) specifically internet based shops like Amazon or Ebay (1) are available for business on the internet (1) sometimes with a larger range of products (1). People are nervous about shopping on-line (1) because it is not the same as speaking to a salesperson (1).

[3]

(e) 'unsocial hours' (line 14)

a person's hours of work (1) which are not the normally accepted daytime hours (1) such as 9 am – 5 pm (1) but involve working when many High Street shops are closed (1) making the day-to-day routine of life more difficult to manage (1).

[3]

Each phrase may be awarded **up to 3 marks**. The suggested answers are not exclusive and examiners are asked to use their professional judgement in awarding marks for suitable alternatives or examples which may extend the meaning.

Total = [15]

2 Case 1

(a) Outline two elements of John's attitude to Christmas shopping. [4]

- John is excited by the Christmas season
- he enjoys the outdoor experience of walking around the markets on a cold evening
- he likes the more traditional form of market shopping rather than the pressure of the High Street chain stores
- John enjoys a continental (mulled wine and bratwurst) experience at Christmas.
- John appreciates how convenient the internet can be for other people.

One mark for each element plus **one** mark for development. Credit examples where given. Annotate using **E1, E2, D, eg.**

(b) Briefly outline two ways other than shopping, that the internet could help people who are housebound. [4]

- contact other members of the family, as well as John, who may live in far away places
- learning and education
- make medical appointments and repeat prescriptions
- pay bills/manage finances.

One mark for each way plus **one** mark for development. Credit examples where given. Annotate using **W1, W2, D, eg.**

Case 2

(c) Give two reasons why Paul might be nervous about giving his bank details. [4]

- there is always the chance that someone might see them and use them fraudulently
- the details may not reach the other party and be sent elsewhere
- no face-to-face contact with the other party; dealing with a machine rather than a person.

One mark for each reason plus **one** mark for development. Credit examples where given. Annotate using **R1, R2, D, eg.**

- (d) Give two advantages and two disadvantages of buying or downloading recorded music and DVDs on-line. [8]

Advantages

- a vast range of stock to choose from which will include titles from all over the world
- saving money; cutting out the need for a salesperson
- saving time; ordering and viewing from the comfort of home rather than having to go to a shop
- availability; you can see immediately whether something is available or not and you are able to visit other on-line shops immediately rather than trek around the High Street or shopping mall
- download titles directly to computer rather than having discs that can be damaged or that can wear out.

Disadvantages

- missing out on the experience of browsing
- some people like to be collectors and own their own, original recorded copy rather than a download
- customer service is not as personal and tends to be in the form of emails rather than returning to the shop to deal with a person
- stock lists are sometimes not updated (Paul's experience in Case 2)
- purchases can become lost in transit.
- illegal downloading.

One mark for each advantage and disadvantage plus **one** mark for development. Credit examples where given. Annotate using **A1, D2, Dev, eg.**

Case 3

- (e) Outline, in your own words, three problems which Jane might face if she continues to live her life in this way. [15]

Indicative content

Problems might include the following:

- she will earn extra money but not have the time or energy to enjoy the benefits
- she will miss out on the social life that her friends enjoy as she will be too tired or not available
- she may find forming relationships with others difficult as she is unavailable; her social skills will not develop/will deteriorate
- she purchases from pictures and illustrations rather than having the tactile experience of shopping
- she will begin to run up debts if she does not keep a record of what she spends on-line.

Award up to **4 marks** for the outline of each problem. Up to **3 marks** can be awarded overall for communication. Simple statements would be awarded few marks. There is the opportunity for candidates to draw upon their own knowledge and experience in developing a response. The suggested answers are not exclusive and examiners are asked to use their professional judgement in awarding marks for suitable alternatives or examples. Annotate using **P1, P2, P3, Dev, eg.**

Total: 50 marks

Section B

Answer one question from this section. Answers must be in continuous prose.

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

- 3 (a) Suggest and briefly outline three new topics to add to a school or college curriculum that would develop the beliefs and values of students. [10]

Indicative Content

Subjects chosen might be:

- life skills
- shortage employment areas
- recreation/leisure
- the understanding of beliefs and values of many other cultures
- thinking and learning skills
- patriotism (like the USA)
- making the most of your talents
- community awareness and involvement.

Candidates might consider:

- likely content of courses and lectures
- personal beliefs
- practicality
- value to all students.

Three topics (T1 etc) at three marks each but reserve **two marks for AO2**.

Maximum marks 10. Check the final mark against the generic mark scheme. Examiners should be liberal in their interpretation of 'new topics.'

Bullet points only = **maximum Band 3**.

- (b) 'Part of a school's role should be to teach its students how to live responsibly as well as how to learn.' Explain what you understand by this statement and discuss how far you agree with it. [40]

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

Indicative Content

To live:

- have respect for fellow humans and understand the 'rules' of society
- develop tolerance and understanding of others' beliefs and values
- understand the law of the land, its boundaries and constraints
- appreciate the responsibilities of personal relationships, fatherhood and motherhood
- understand basic financial issues such as banking, mortgages, insurance and pensions
- keep fit and healthy in both body and mind.

To learn:

- how to read, write and use mathematics (the three 'Rs')
- be educated to a good level in a range of subjects that will enable one either to gain employment or to move on to further education
- to acquire the abilities to think and reason in a fair way
- to develop innate skills and abilities (such as sport and music)
- to develop 'new' abilities and skills passed on by experts (like a foreign language)
- to experiment and search for new knowledge.

Band 1	These candidates will develop a balanced essay which will look carefully at both parts ('live' and 'learn') with clear explanations (AO1). The essay will be well communicated using appropriate language with facility (AO2). They will put forward a case that would clearly agree or disagree with examples and lucid analysis (AO3). They will use their own examples and experience to inform their answer (AO4).	33-40
Band 3	These candidates will look at one part more clearly than the other (AO1). The essay will be well communicated using appropriate language (AO2). Examples will be less focused, blurred in clarity for some part (AO3). There will be absence of support from candidates' own experience or the inclusion of any developed argument (AO4).	17-24
Band 4	These candidates will fail to outline (AO1) and analyse their response and simply list ideas (AO3), with limited structure and poor communication (AO2). There will be little or no evidence of personal conjecture or experience (AO4).	9-16
Annotation	Intro; Points about 'live' = Li ; points about 'learn' = Le ; + = agree; - = disagree; Conc. = conclusion	

- 4 (a) Briefly outline three ways in which cultural groups identify themselves in the UK today. [10]

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

Indicative Content

Examples may include:

- the flags and emblems of the individual countries of the UK, and also those of other cultural groups
- dressing in a particular way
- graffiti
- chants (at sports matches)
- styles of architecture of places of worship (church, mosque, temple)
- language, accents and dialects
- rituals and traditions (regional/national/ethnic)
- national and regional cuisine
- living together in a particular area.

Three ways (W1 etc) at three marks each but reserve **two marks for AO2**.
Maximum marks 10. Check the final mark against the generic mark scheme.

Bullet points only = **maximum Band 3**.

- (b) **Assess the extent to which the integration of minority cultures is succeeding in the UK.** [40]

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

Indicative Content

Candidates are asked to assess the extent that minority culture integration is succeeding. Ways might include:

- places of worship for many faiths
- wide range of cuisines and foods available
- printing of documents and signs in different languages
- television and radio broadcasts (terrestrial and satellite in different languages)
- increase in the popularity of foreign language films and music from other parts of the world
- free 'right of passage' for EU members.

Successful integration of cultures might have been achieved by:

- co-operation between different cultural groups, councils, and the police
- ecumenical harmony between religious groups including 'joint worship'
- encouragement of cultural tolerance in schools and colleges (from an early age)
- more prominent positions in society being awarded to persons of different cultural backgrounds
- positive effect of music and film from a wide cultural range.

Areas where integration is not succeeding include:

- racial tension in some cities
- civil unrest
- housing issues
- discrimination in the workplace
- 7/7
- 'breeding' resentment
- uneven ethnic representation in some sports
- the unwillingness of minority groups to integrate with the mainstream.

Examiners may use their discretion to award candidates' credit for any other valid points.

Band 1	These candidates will outline and discuss three or more ways clearly and succinctly (AO1). Communication will be clear and well-expressed with appropriate terms of reference (AO2). They will support their response with clear examples of successful integration (AO3). They may well use their own experience to inform their answer (AO4).	33-40
Band 3	These candidates will look at one part more clearly than the other, perhaps not covering three ways (AO1). There will be weaknesses in communication which hinder understanding (AO2). Analysis will be superficial and there will be few examples (AO3). There will be little injection of personal experience or consideration of associated topics and issues (AO4).	17-24
Band 4	These candidates will produce a response with few details (AO1). Structure will be limited and communication poor (AO2). The analysis content will be weak and may consist of a list of ideas (AO3). There will be very little or no evidence of personal engagement with the topic and issues (AO4).	9-16
Annotation	Intro ; ways = W1, W2, W3 ; points about success = S + ; Conc. = conclusion.	

5 (a) Suggest three ways in which local radio is of value to listeners in the UK.

[10]

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

Indicative Content

Ways might include:

- the opportunity for local politics, community and social issues to be discussed and debated
- regular up to date local travel bulletins particularly for people driving
- a local weather outlook (particularly for farmers)
- offering a forum for communities to publicise their activities and share their experiences
- broadcasting phone-ins and consumer advice for local issues not just national ones
- producing programmes for minority ethnic and cultural groups
- focusing on local professional and amateur sports in an area or region giving specialist opinions and analysis
- helping to give the region an identity.

Three ways (W1 etc) at three marks each but reserve **two marks for AO2**.
Maximum marks 10. Check the final mark against the generic mark scheme.

Bullet points only = **maximum Band 3**.

- (b) With the growth and variety of global television broadcasting, to what extent is there a place for radio in the mass media? [40]

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

Indicative Content

A place for radio:

- for remote places where other media cannot be used
- suitable to access when on the move
- for listening to music or spoken word at high quality
- easy to set up and broadcast
- less technical complexity
- fewer problems and hitches when broadcasting
- two dimensional nature allows for using the imagination
- more intimate and less intrusive
- its importance for the blind and partially sighted.

Other sources and topics that may be compared, introduced or developed (either positive or negative):

- newspapers
- the internet
- Ipods and MP3 players
- 24 hour news channels
- GPS and Satellite Navigation for traffic updates
- analogue and digital broadcasting.

Examiners may be faced with a response which argues strongly that the days of radio are numbered and that new forms of broadcasting will supersede it. This would be a fair approach but would need strong argument and evidence to support the view.

Band 1	These candidates will be able to clearly identify and develop ideas in support of a place for radio today using ideas from the list above or their own (AO1). The essay will be well communicated using appropriate language (AO2). Analysis will be clear and there will be the support of examples to intensify argument (AO3). They may well use their own experience to inform their answer and will be able to relate the relative value or threat to radio in relation to one or more other types of media (AO4).	33-40
Band 3	These candidates will outline a place for radio (AO1) but without clear analysis and support. Though clear, there will be weaknesses in communication (AO2). Examples will be less focused and more loosely related to other media (AO3). There will be the absence of support from candidates' own experience or the examination of related aspects of media broadcasting (AO4).	17-24
Band 4	These candidates will fail to grasp the content of the question with any clarity (AO1) and communication will be poor (AO2). The analysis in their response will be superficial and may consist of simply a list of ideas (AO3). There will be little or no evidence of personal conjecture or experience (AO4).	9-16
Annotation	Intro; R+ = an identified place for radio; M1 etc = other types of media; Concl. = conclusion.	

2962 The Scientific Domain (Written Paper)

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
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 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.

Max Band 3 if Section B answers not in continuous prose.

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

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

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

Section A

Answer **all** questions in this section.

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
A1 and A2	17	8	17	8

1 (a) A car travels 220 miles at an average speed of 40 miles per hour.

(i) How long does the journey take in hours and minutes? [2]

2 stages (one mark for each) or two marks for a correct answer without workings. $220/40 = 5.5$ (1 mark), 5 hours and 30 minutes (1 mark)

(ii) With an average petrol consumption for the journey of 25 miles/gallon, how much petrol does the car consume over the distance of 220 miles? [2]

$220/25$ (1 mark) = 8.8 (gallons) (1 mark)

(iii) Fig. 1 is a speed-time graph for a car journey. Describe the differences in the speed of the car at each of stages P, Q, R and S on the graph. [4]

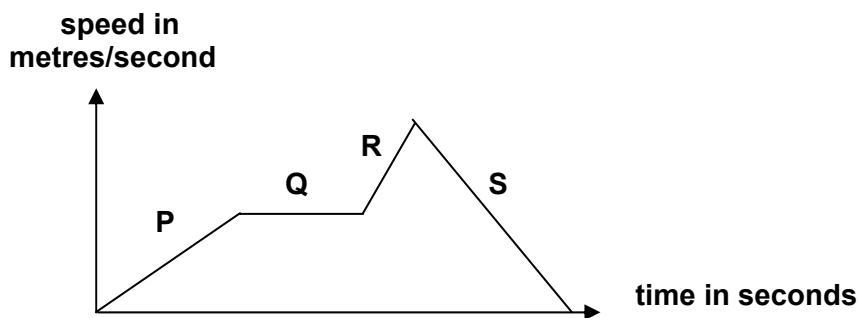


Fig. 1

Each of the stages are worth one mark.

P = relatively slow increase in speed (1 mark)

Q = a constant speed (1 mark)

R = faster increase in speed (1 mark)

S = the speed is decreasing or deceleration (1 mark).

- (b) Fig 2 contains distance-time graphs for two different routes for a car journey between the cities Worcester and Oxford. The two journeys are not interrupted by any stoppages and take about the same time.

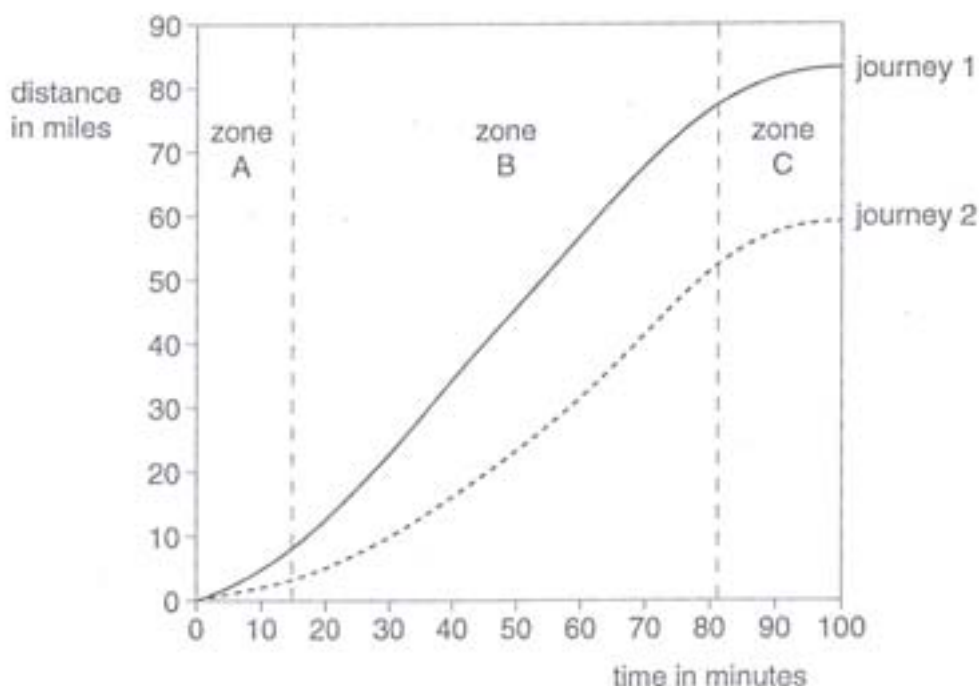


Fig. 2

- (i) Suggest and describe reasons for the similarities of journeys 1 and 2 in zones A and C. [4]

Recognition of urban driving in each stage (= 1 mark) due to slower average speeds (1 mark) caused by any two valid factors (2 marks). Reward valid descriptions of urban driving eg back street congestion etc.

- (ii) Suggest and describe reasons for the differences between the journeys in zone B. [5]

Credit the recognition of non-urban motoring (1 mark) with two marks for each route.

Route 1 faster but longer route (1 mark) due to motorway/dual carriageways (1 mark). Route 2 shorter but slower (1 mark) due to narrower slower roads passing through towns and villages (1 mark). Reward valid descriptions of the route eg motorway v's country roads.

- (c) Table 1 summarises the type of performance data that appears in sales advertisements for cars.

Table 1

	City Car	Small Family Car	Large Family Car	MPV 4x4
fuel type	Diesel	Diesel	Petrol	Petrol
engine size	1300cc	1560cc	1800cc	2800cc
average miles per gallon	65.7	58.0	33.6	26.2
maximum speed (miles per hour)	99	117	137	135
0-60mph time	13 seconds	10.9 seconds	10.5 seconds	9.9 seconds
CO ₂ emissions	114 g/km	127 g/km	202 g/km	259 g/km

Using only the data provided, describe and justify four factors which might influence a person's choice of one of the cars contained in Table 1. [8]

Table 1 contains a lot of information. Answers could include: car speed, fuel consumption, type of fuel, size of family, emissions or how these translate into: environmental issues, cost, road usage Give credit for the description (1 mark) and for the justification (1 mark).

Although the question specifically asks for reference to the table, credit contributory factors such as occupations, journeys to work etc. as long as they form part of the justification.

Maximum of 4 marks if a car is not chosen or there is a different car for each datum.

[25] marks

- 2 Use the model for scientific method shown in Fig. 3 to design an experiment that will assess whether there is a link between plant growth and soil moisture.

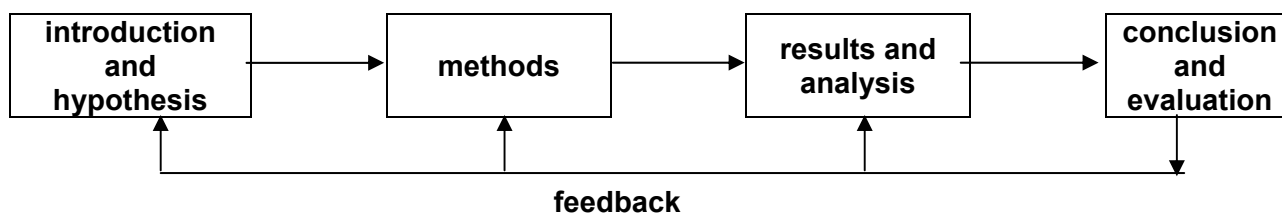


Fig. 3

The question involves five stages of experimentation. As candidates have been provided with a structure for their answer, the following weightings should be used.

Stage 1 **Hypothesis:** accept a simple statement in the form of a hypothesis/question
Introduction: a statement about the relationship between plant growth and soil moisture. Credit two marks for the hypothesis and two marks for two introductory reasons. **4 marks**

Stage 2 **Methods.** This section needs to include how plant growth and soil moisture can be researched and how the data can be recorded. Award up to 5 marks for research techniques given as a statement and equipment eg. timing, same seeds, watering, exposure to sunlight, same soil, control plant, number of plants. Credit to a maximum of 3 for data measurement and recording. **6 marks**

Stage 3 **Results/Analysis.** The information derived from stage 2 needs to be presented and analysed. There are 6 marks for this stage that should be divided into a maximum of 4 for presentation (including the collation of results) and a maximum of 4 for analysis. (ie 4/2 or 2/4 marks) **6 marks**

Stage 4 **Conclusion and Evaluation.** There are 6 marks for this stage with a maximum of 4 for either the conclusion or evaluation.
 A conclusion should summarise the experiment, its results and if possible point out any relationships.
 The evaluation will mention the limitations and success features of the experiment; specific examples should be given. (eg problems with the equipment, lack of a control plant or incorrect choice of plants etc). **6 marks**

Stage 5 **Feedback loop.** This directs the researcher to revisit any stage in the experiment; it recognises flaws (1 mark) in the experimentation and the need to return to the appropriate stage (1 mark). This will then have a knock on effect on subsequent parts of the experiment (=1). **3 marks**

Examiners should allow for answers that remain within the design stage or move into action phases of the investigation

Answers that are purely generic in stages 1,2 and 3 receive half marks for each stage. Generic answers can be accepted in stages 4 and 5.

Suggested abbreviations = S1,S2,S3,S4,S5

[25 marks]

Total [50] marks

Section B

Choose one question from this section.

(Answers should be in continuous prose)

Assessment Objectives Balance for questions 3, 4 and 5				
Sub section	AO1	AO2	AO3	AO4
Part a	4	2	4	
Part b	10	10	10	10

3 (a) Fig. 4 shows three projections for global population change.

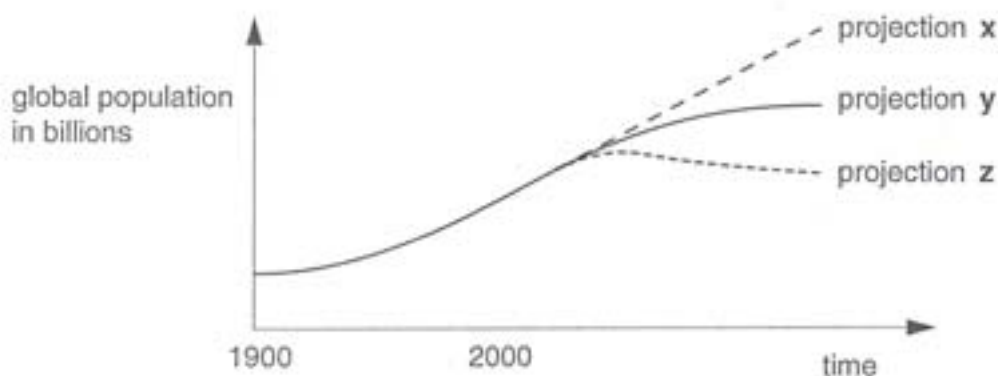


Fig. 4

Suggest an explanation for each of the projections.

[10]

Three projections should be mentioned with, possibly, two better developed descriptions.

For each projection there should be:

- Projection X population growth with birth rates higher than death rates
- Projection Y population stabilises with birth rates and death rates approximately equal
- Projection Z population decrease as death rates exceed birth rates.

Credit reasons that contribute to changing birth rates and death rates.

Credit up to 3 marks for a developed account of each projection up to a maximum of 8 (3+3+2) + AO2=2

Band 1 answers state the BR and DR characteristics of x, y and z and in at least two, provide an accurate reason. (9-10 marks)

Band 3 answers might be poorly balanced or more likely ignore the DR with limited reasoning. (5-6 marks)

Band 4 answers might be weak or inaccurate in BR or DR references and omit reasons; or give reasons but no graph analysis. (3-4 marks)

- (b) **Assess the range of strategies available to governments in managing population size. Refer to both developed and developing countries.** [40]

Indicative Content

These strategies target increasing or reducing a nation's population growth. A balanced answer will consider; influences upon birth and death rates; the need to reduce as well as increase population with reference to both developing and developed nations.

The birth rate is directly managed through: family planning, contraception (more effective and used in most More Economically Developed Countries (MEDC's); education and government legislation (used in China).
Other points might include: promoting economic and social development; social and cultural incentives and disincentives.

The death rate is influenced by: quality of life, health and diet, natural disasters and war.

A balanced answer is also achievable by referring to nations (mainly MEDC's) seeking to increase the birth rate or attract migrants; the net effect being to increase the population (reference to financial incentives, benefits).

Band 1 answers must be well balanced and consider both developed and developing countries. References to family planning and birth control should be assessed in terms of a minimum of three alternative factors. (33-40 marks)

Band 3 answers although less well balanced in the treatment of developed and developing countries answers should contain reference to family planning and at least one birth control method that although described, may lack clear assessment. The alternatives may either be poorly developed or confined to one developed point. Answers that only deal with family planning should be awarded a maximum of 24 marks. (17-24 marks)

Band 4 answers may contain loose or brief reference to family planning and contraception. Assessment may be very brief or absent and alternatives either listed without development or absent. (9-16 marks)

Suggested annotations: fp (family planning), c (contraception),
a_{1,2,3} (alternatives), as (assessment)

4 (a) Outline **four** scientific reasons for keeping wild animals in zoos and wildlife parks. [10]

The question calls for an assessment of the *scientific reasons* for keeping animals in zoos and wildlife parks; it is not concerned with fun days out etc. Whilst zoos offer greater confinement of animals, many of the scientific arguments can be also be applied to wildlife parks. Additionally arguments supporting wildlife parks can be cited as preferred alternatives to zoos. Scientific reasons can include:

- species preservation, particularly endangered species 'zoos as conservation centres'
- breeding and related study programmes
- education on species and animal behaviour
- supporting scientific research, often paid for from zoo/park revenue
- studies in anatomy and pathology
- veterinary medicine
- observation of natural habitats (wildlife parks).

Credit one mark for the reason and one mark for its elaboration + AO2=2

Band 1 answers at this level should contain four scientific reasons, each one justified. (9-10 marks)

Band 3 answers may contain two justified reasons and one or two non-justified. Any combination to achieve 5-6 marks.

Band 4 answers may develop one justified reason or a combination that warrants 3-4 marks.

suggested annotations: SA _{1,2,3,4},

(b) **Fig. 5 (Insert) contains two images of tropical rain forest. Assess the scientific reasons for the conservation of areas such as these.** [40]

The photographs show an aerial view and a scene within the rain forest. This should enable candidates to review both the scale of tropical rain forests as well as the ecosystems within them. Answers should focus upon the conservation of rain forest for its own sake as well as broader global issues.

Within the Rain Forest: biodiversity, ecosystem preservation, plants used for medicine, indigenous population, local climates.

Broader issues include: reduction of global warming via reducing carbon dioxide levels), limiting climatic change, species preservation

suggested annotations R _{1,2,3,4} (reasons) A _{1,2,3,4} (assessment)

Band 1 answers should contain a balance of both photographs (stated or implicit) and for each a range of reasons; each assessed. The emphasis throughout should be on scientific reasons for conservation. (33-40 marks)

Band 3 answers may concentrate more on one photograph and may probably focus upon global issues. Answers may be weak on ecological factors and loose on purely scientific reasons. (17-24 marks)

Band 4 answers although relevant will be limited in the range of reasons for conservation, or give them very superficial coverage. Some answers may be given as lists without elaboration. (9-16 marks)

- 5 (a) For each of the following identify a problem that stimulated scientific research:
- food
 - the atmosphere
 - electrical energy.
- [10]

This question requires candidates to outline the problems that have encouraged scientific research rather than describe the actual fields of research. Credit on the basis of a notional 3 marks for each with full marks being awarded to answers containing two well developed reasons and one less developed. Each answer must contain an identification of a reason and up to two developmental points. Reserve 2 marks for AO2. suggested annotations: F, A, E, followed by J_{1,2}

food

could include: increased shelf life, increased pest resistance, increased production to relieve famine and starvation etc

the atmosphere

global warming, climatic change, ozone, urban pollution and its effects (eg asthma), uv levels, drought, natural hazards, sun spot effects etc

electrical energy

diminished fossil fuels, energy demand, household energy costs, oil supplies, house efficiency

Band 1 will contain three outlined problems with possibly one slightly less developed than the other two. (max 7 for two well developed problems). (9-10 marks)

Band 3 answers may identify three problems but with poor development. (5-6 marks)

Band 4 answers might identify three problems but only weakly develop one or at the other extreme identify and develop one problem. (3-4 marks)

- (b) **Assess the contribution of scientists to increasing life expectancy.** [40]

Having reviewed in part (a) some of the reasons that might stimulate scientific research, this section invites candidates to develop their knowledge of how scientists have contributed to increasing life expectancy. Although the choice is up to the candidate, its content must lie within the realm of science.

Answers can refer to:

- medical advances: vaccines, medicines themselves, treatment, stem cell research, genetic engineering, medical equipment, diagnoses etc
- developments in food and nutrition
- education and training of doctors, health workers etc
- advances in physical fitness
- data storage and retrieval.

Each description could contain:

- a clear identification
- a description of the research including purpose, resources, methodology
- the product of the research and its applications

The assessments could divide into:

- brief evaluations of the research and development
- the extent to which the research has benefited mankind.

Band 1 answers should contain a good range of scientific contributions and express clear knowledge and understanding. Candidates at this level should make effective use of exemplar material and make substantiated evaluations. (33-40 marks)

Band 3 answers may be descriptively a clear balance between description and evaluation. Answers may refer to the products of the research but lack clarity. One developed example receives a max of 20 marks. (17-24 marks)

Band 4 answers, although relevant, will be lacking in depth of knowledge and understanding. Some answers may be generalised and will almost certainly be lacking in valid assessments. (9-16 marks)

suggested annotations: SD₁, SD₂, A₁, A₂

Total [50 marks]

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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
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.

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

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

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

Section A

Answer **all** of the questions in this section.

1	<p>In the years between 1918 and 1939 Slough grew rapidly as a modern industrial town on the edge of London. Towards the end of that period the poet John Betjeman wrote about Slough. Here are four selected verses from this poem.</p> <p>Come, friendly bombs, and fall on Slough It isn't fit for humans now, There isn't grass to graze a cow Swarm over, Death! [4]</p> <p>Come, bombs, and blow to smithereens, These air-conditioned, bright canteens, Tinned fruit, tinned meat, tinned milk, tinned beans Tinned minds, tinned breath... [8]</p> <p>...And talk of sports and makes of cars In various bogus Tudor bars And daren't look up and see the stars But belch instead [12]</p> <p>In labour saving homes, with care Their wives frizz out peroxide hair And dry it in synthetic air And paint their nails. [16]</p> <p style="text-align: right;">From Slough by John Betjeman</p>		
	(a)	State briefly, in your own words, what you understand by the following terms used in the poem:	
	(i)	'friendly bombs' (line 1)	[3]
	(ii)	'tinned minds' (line 8)	[3]
	(iii)	'bogus Tudor bars' (line 10)	[3]
	(iv)	'synthetic air' (line 15)	[3]
		For each, one mark for basic statement and two marks for development/ examples/comment.	
	(i)	Implies destruction, of something dreadful, bombs not usually friendly but Slough worth bombing. Welcomes the bombs. Uses sarcasm/oxymoron/irony	
	(ii)	Mass produced, conditioned, loss of individuality, regularised, loss of nature, concerns about industrialisation. Narrow minded. Uses metaphor emotional sterility.	
	(iii)	Mock-not genuine, untrue, pretending to be something they are not. Nailed on Tudor beams, black and white stockbroker Tudor, distressed bricks and wood of pseudo theme pubs. Part of Heritage Industry.	
	(iv)	Hair dryers, heated hair, unnatural treatment. Artificial.	

	(b)	(i)	John Betjeman was expressing, through verse, his concerns about developments in an industrial town in the 1930s. On the basis of his poem describe <u>three</u> features of a town known to you of which you think John Betjeman might <u>disapprove</u>.	[9]
			Three features at 3 marks each 1 mark for simple point, two for link and development.	
			<u>Indicative content</u> Betjeman clearly did not like: <ul style="list-style-type: none"> • modern functional places • over use of cars and attendant consequences • loss of human scale/large housing developments • loss of rural idyll • non-natural products • food processing • mass produced eating • synthetic nature of modern social life • crude nature of some male habits • labour saving homes • modern trends in female appearance • synthetic nature of modern beauty. 	
		(ii)	John Betjeman was expressing, through verse, his concerns about developments in an industrial town in the 1930s. On the basis of his poem describe <u>three</u> features of a town known to you of which you think John Betjeman might <u>approve</u>.	[9]
			Three features at 3 marks each 1 mark for simple point, two for link and development. Be ready to credit any named places. <u>Indicative content</u> Features that Betjeman might approve of in the 21 st century town include: <ul style="list-style-type: none"> • planned inclusion of green space • ring roads to reduce traffic • park and ride schemes • listing of important buildings • urban trails to celebrate heritage • retention of churches and commercial buildings for other uses • inclusion of street furniture • village style of housing estates • use of public transport • continued use of railways • popularity of organic food/farm shops/farmers markets • use of natural fabrics in fashion. 	
			[Poem taken from John Betjeman's Collected Poems published by John Murray, 1958]	

2	<p>Insert 1 shows the first draft of a form to be used in an opinion poll to assess public reaction to the decision to close a small local hospital.</p> <p>Answer the following question in your answer booklet and not on Insert 1.</p>	
	<p>Select <u>five</u> ways in which you feel the form should be improved. For each of these propose, with a reason, an improvement to the form.</p>	[20]
	<p>There are three tasks:</p> <ul style="list-style-type: none"> • identification of five ways the form needs improvement • for each a proposed change • a reason for the change. <p>The mark scheme shows a variety of ways in which the form needs revision. Be ready to credit alternative appropriate suggestions.</p> <p>One mark for each way indicated. (5@1)</p> <p>One mark for each appropriate amendment. (5@1)</p> <p>Two marks for a developed reason for the change. Reasons may be stated in terms of the faults of the original draft or the design of the improvement. (5@2)</p> <p>Allow two marks if the revision and amendment are combined as one.</p> <p>Examiners should be ready to use their initiative and flexibility.</p> <p>Allow design and other appropriate amendments as well as those shown on the form, eg. poor layout/inappropriate allocation of space.</p>	

General Opinion Polls Ltd

Name needed in case of multiple visits or multiple hospitals.

Purpose of poll needed.

You recently visited hospital and we would like to read your views on the experience. We would be very grateful if you would take a few minutes to answer these questions. Please returned your completed form in the envelope provided. No stamp is needed.

Name not usually required.

Address not usually required. Sometimes post code included for spatial analysis.

'Travel' would be better than 'get'. Choice of modes limited.

Emergency cases do not have appointments.

Could be different response for each of the three.

No differentiation of day/overnight patients.

No differentiation of private/NHS patients.

No reference to proposed closure.

1. Name	2. Age
3. Address	4. Sex
5. Do you use the local hospital regularly? Yes/No?	
6. For what purpose did you visit the hospital?	
7. How did you get to the hospital?.. Car/bus/cycle/walk	
8. What problems did you encounter?	
9. On a scale of 1 to 10 how would you rate your visit to the hospital? 1 2 3 4 5 6 7 8 9 10	
10. Hospitals are measured for their efficiency according to the time patients have to wait for an appointment. How long did you have to wait for your appointment? Not at all 15 mins. 30 mins. 45 mins. 1 hour 2 hours	
11. How were you treated by the doctors, nurses and administrative staff?	
12. Describe your experience during triage.	

Age usually given as series of groups or d.o.b.

Usually given as Gender - Male/ Female.

Need for definition of 'regular'. Maybe intrusive 'purpose' vague - breaks confidentiality.

Vague, when, where? Personal, logistical, medical? Leading question - assumes problem.

No clear indication of direction of scale. One to five better, or scale with no mid point

Ambiguity. Is this waiting time for an appointment? Add question on time after referral before

'Treated' has several meanings when administrative staff included

Use of technical language not understood by patients.

No clear date of survey or period of hospital use.

Thank you for completing this opinion poll.

Section B

Answer one question from this section. Answers should be in continuous prose.

3	(a)	In recent years, and despite public concerns, the government of the UK encouraged migration of people from the EU into the UK. Suggest reasons for this government policy.				[10]
		Assessment objective balance				
		AO1	AO2	AO3	AO4	
		Marks	4	2	4	
		<u>Indicative content</u> <ul style="list-style-type: none"> • lack of unskilled labour in UK to undertake menial/seasonal tasks • lack of skilled labour eg plumbers • part of membership of the EU • allows movement of UK labour to EU • larger domestic market for UK producers • part of a move away from protectionism eg restrictive work practices • boost UK tax revenue • demographic considerations • encourage development of European integration Up to 4 marks for each well developed point. Reserve two marks for AO2 and indicate that they have been awarded. Then please consult the generic scheme for 10 mark questions.				
	(b)	A recent report 'Ready, Willing and Able' has suggested that many people over the retirement age would like to continue working but are having difficulty in finding a job. Compare the advantages for an employer of employing a person of usual retirement age, with the advantages of employing a recent school leaver.				[40]
		Assessment objective balance				
		AO1	AO2	AO3	AO4	
		Marks	10	10	10	10
		When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.				
		The question has three tasks: <ul style="list-style-type: none"> • recognition of the advantages of the retired applicant • recognition of the advantages of the recent school leaver • an assessment of their potential relative merits. 				
		Indicative content Advantages of employing people over retirement age: <ul style="list-style-type: none"> • experienced in the world of work • wanting to work • more flexible/willing to work part-time • maturity (?) maybe • matching age profile of customers • customer perception – dependant on job • interpersonal skills, dealing with people • previous experience of the product • may have work matched skills 				

	<p>Advantages of employing recent school leaver:</p> <ul style="list-style-type: none"> • energy, strength, stamina • health • up to date education • customer perception, dependent on job • clear canvas • IT skills • long term career orientation • flexibility to be part of new working practices • ambitious. 	
Band 1	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • three developed advantages for retired employees • three developed advantages for recent school leaver • crucially some assessment of the relative merits of the two groups • responses will be accurately written, using SPG with facility. 	33-40
Band 3	<p>These answers will have three characteristics:</p> <ul style="list-style-type: none"> • at least one developed advantage for each group • several advantages for one of the groups • responses will be clear, making use of some specialist vocabulary and using SPG with facility. 	17-24
Band 4	<p>These answers will have three characteristics:</p> <ul style="list-style-type: none"> • one of the groups will have more than one advantage • they will tend to be unbalanced with one of the groups only represented by a token point • responses will have limited clarity, SPG will include a small number of errors. 	9-16
Then please consult the generic scheme for 40 mark questions.		
	<p>Recommended annotation Intro for introduction Ar for advantages of employing person above retirement age As for advantages of employing recent school leaver Eval for assessment of the two cases dev for development of points eg for examples Conc for conclusion</p>	

4	(a)	The four large supermarket chains dominate retail services. Suggest <u>four</u> reasons for their economic success.				[10]
		Assessment objective balance				
			AO1	AO2	AO3	AO4
		Marks	4	2	4	
		Four reasons @ 2 marks each plus two for AO2. One mark for simple reasons and second mark for development. Then please consult the generic scheme for 10 mark questions.				
		Indicative content Reasons for success include:		<ul style="list-style-type: none"> • range of goods • in-store environment • marketing • strategic location • provision of car parks and toilets • cafes • speed of operation • loyalty cards • on-line purchasing • access 		
		<ul style="list-style-type: none"> • scale allows aggressive purchasing • prices • special offers • advertising • aggressive marketing • home delivery • 24-hr opening • one-stop shop 				
	(b)	In terms of the government of the UK, identify <u>two</u> services that you feel are more suited to local government (councils) provision and <u>two</u> services more suited to a national government provision from London. Justify your <u>four</u> choices.				[40]
		Assessment objective balance				
			AO1	AO2	AO3	AO4
		Marks	10	10	10	10
		This question has four tasks: <ul style="list-style-type: none"> • identification of two services for local provision • identification of two services for national provision • justification of choice of local services choice • justification of national services choice. <p>When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.</p>				
		Indicative content				
		There will be no definitive list and some services could appear in either list. The services are those likely to be provided by government but examiners can be relaxed in their determination of the scope.				

	Services that may be provided include:	
	<ul style="list-style-type: none"> • ambulance • defence • education • aspects of housing • energy • environment eg National Parks • fire services • health 	<ul style="list-style-type: none"> • higher education • pensions/benefits • police • recycling collection • refuse collection • sport and recreation • town and country planning • green policies.
	<p>Justification for local services includes:</p> <ul style="list-style-type: none"> • local scale • familiar with territory • local demand differs from national. <p>Justification for services at national scale:</p> <ul style="list-style-type: none"> • provision spans several areas • scale beyond local resources • policy in national interest rather than local effects • uniformity of provision • prevents potential conflict/uncertainty. 	
Band 1	<p>These answers will have five characteristics:</p> <ul style="list-style-type: none"> • clear identification of two appropriate local services • clear identification of two appropriate national services • a developed justification of the chosen local services • a developed justification of the chosen national services • responses will be accurately written, using SPG with facility. 	33-40
Band 3	<p>These answers will have five characteristics:</p> <ul style="list-style-type: none"> • identification of two local services • identification of two national services • a developed justification of one of the services • inclusion of some justification of the other service • responses will be clear, making use of some specialist vocabulary and using SPG with facility. 	17-24
Band 4	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • identification of at least one local service • identification of at least one national service • justification of either local or national provision (both may have token mention) • responses will have limited clarity, SPG will include a small number of errors. 	9-16
	<p>Recommended annotation</p> <p>Intro</p> <p>L1 and L2 for identification of local service</p> <p>N1 and N2 for identification of national service</p> <p>JL for justification of local service provision</p> <p>JN for justification of national provision</p> <p>det for detail of local and national services</p> <p>dev for development of justification points</p> <p>eg for examples</p> <p>conc.</p>	

5	(a)	The popularity of minority political parties has increased at local elections within the UK. Suggest <u>four</u> reasons for this increase.				[10]
		Assessment objective balance				
			AO1	AO2	AO3	AO4
		Marks	4	2	4	
		Four reasons @ 2 marks each plus two for AO2. Well developed point could get three. One mark for simple reasons and second mark for development. Then please consult the generic scheme for 10 mark questions.				
		Indicative content:				
		<ul style="list-style-type: none"> • voters disillusioned with main parties • greater scope for committed individuals • perceived lack of action by local or national government • pressure groups or extremist parties appear to address local issues • negative publicity of minority parties targets current seat holders • press reports suggest local conditions below average • racial and religious issues. • greater publicity given to minority parties in recent years Allow Independents as a political party.				
	(b)	The percentage of the UK electorate voting in recent years has fallen. Why is this a matter for public concern? Assess <u>three</u> ways of increasing the percentage of people who vote.				[40]
		Assessment objective balance				
			AO1	AO2	AO3	AO4
		Marks	10	10	10	10
		When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.				
		The question is in three parts: <ul style="list-style-type: none"> • reasons for concern over falling percentage • suggestion of three ways in which the concern could be addressed and the percentage increased • assessment of the three ways to increase the percentage voting. 				
		Indicative content:				
		Reasons for concern over falling percentage include: <ul style="list-style-type: none"> • falling representation • older people vote but younger people tend not to vote-more polarised views • danger of over representation by extreme parties • minority own the outcome • the view that voting is seen as a waste of time in a first past the post system • loss of link of politics to everyday life • citizens need to understand and support representative government • dangers of unpopular manifesto policies being challenged outside the democratic process. 				

	<p>Three ways in which the concern should be addressed include:</p> <ul style="list-style-type: none"> • longer period for voting • increased political education in schools • new ways of casting votes eg electronically/mobile phone • more relevant policies • change in behaviour of politicians to more everyday style • compulsory voting, eg Australia • positive promotion by the press and television • clear articulation of policies • insert box for 'none of the above' • clear water/differences between the parties • more incentive to vote • more open party organisation • lower voting age • less sterile party confrontation. 	
Band 1	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • a developed case for the concern over the falling rates of participation • three clear ways developed for the increase in participation • assessment of the concern and the ways forward • responses will be accurately written, using SPG with facility. 	33-40
Band 3	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • some case for the concern over falling rates of participation • three clear ways for the increase in participation • hints of assessment of the concern and the ways forward • responses will be clear, making use of some specialist vocabulary and using SPG with facility. 	17-24
Band 4	<p>These answers will have three characteristics:</p> <ul style="list-style-type: none"> • mention of the concern over falling rates of participation • one or two ways for the increase in participation • responses will have limited clarity, SPG will include a small number of errors 	9-16
	<p>Recommended annotation Intro for introduction C1, C2, C3 for points of concern W1, W2 and W3 for ways forward dev for development of points ass for assessment of the ways forward Conc for conclusion.</p>	

2965 The Scientific and Cultural Domains

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, analysis, evaluation, assessment
	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:	44-50
AO1	<ul style="list-style-type: none"> select, use and integrate a very good range of relevant knowledge show a good understanding of the concepts involved 	
AO2	<ul style="list-style-type: none"> communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility 	
AO3	<ul style="list-style-type: none"> analyse issues and problems well and evaluate them appropriately develop complex reasoned arguments and draw sound conclusions on the evidence 	
AO4	<ul style="list-style-type: none"> demonstrate a very good awareness of the differences between types of knowledge have a very good grasp of the limitations of the different types of knowledge 	
Band 2	The candidate demonstrates the following abilities where appropriate to:	35-43
AO1	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge show an understanding of the concepts involved 	
AO2	<ul style="list-style-type: none"> communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of the rules of grammar, punctuation and spelling with facility 	
AO3	<ul style="list-style-type: none"> analyse issues and problems and evaluate them competently develop reasoned arguments and draw conclusions on the evidence 	
AO4	<ul style="list-style-type: none"> demonstrate a good awareness of the differences between types of knowledge have a good grasp of the limitations of the different types of knowledge 	
Band 3	The candidate demonstrates the following abilities where appropriate to:	23-34
AO1	<ul style="list-style-type: none"> select, use and integrate a range of accurate and relevant knowledge show an adequate understanding of the concepts involved 	
AO2	<ul style="list-style-type: none"> communicate the ideas clearly, using some specialist vocabulary with facility use some of the rules of grammar, punctuation and spelling with facility 	
AO3	<ul style="list-style-type: none"> undertake some analysis of issues and problems and make a superficial evaluation develop arguments and draw conclusions 	
AO4	<ul style="list-style-type: none"> demonstrate an awareness of the differences between types of knowledge have a grasp of the limitations of the different types of knowledge 	

Band 4	The candidate demonstrates the following abilities where appropriate to:	11-22
AO1	<ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge show a modest understanding of the concepts involved 	
AO2	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary use some rules of grammar, punctuation and spelling 	
AO3	<ul style="list-style-type: none"> demonstrate limited analysis of issues and problems with limited evaluation develop limited arguments and draw limited conclusions 	
AO4	<ul style="list-style-type: none"> demonstrate limited awareness of the differences between types of knowledge have a restricted grasp of the limitations of the different types of knowledge 	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-10
AO1	<ul style="list-style-type: none"> select, use and integrate some relevant knowledge integrate knowledge from a very limited area show a restricted understanding of the concepts involved 	
AO2	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms use poor grammar and punctuation, and inappropriate spelling 	
AO3	<ul style="list-style-type: none"> undertake poor analysis of issues, problems and evaluation recognise arguments and conclusions 	
AO4	<ul style="list-style-type: none"> demonstrate a very limited awareness of the differences between types of knowledge have a very restricted grasp of the limitations of the different types of knowledge 	

Section A**The Scientific Domain**

Answer **one** question from this section.

- 1 The National Health Service (NHS) was set up in 1948 to provide healthcare for all citizens, based on need, not the ability to pay. The NHS is funded by the taxpayer.. Today the NHS is regularly and heavily criticised. Is a successful National Health Service an impossible dream?**

[50]

Assessment Objectives

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.

This question is in three parts:

- evidence in favour of the NHS
- evidence suggesting the dream is impossible
- some assessment of the balance of the two.

Indicative content

Evidence in favour of the dream of an NHS includes:

- conditions before the NHS
- comparisons to insurance type provision in some other countries
- the many successes of the NHS
- scale allows funding of expensive developments
- access for everyone.

Evidence suggesting dream is impossible:

- costs of running the service
- bottomless pit, never ending demand
- continued under performance
- age profile of users
- appears beyond administrative control
- post code lottery
- abuse/waste
- variations in local need make national policies inappropriate
- costs of some treatments.

Band 1	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will make some introductory comments on the introduction and definition of the NHS • they will develop cases for and against the NHS • they will make an assessment of the relative merits of the two cases and draw a conclusion • responses will be accurately written, using SPG with facility. <p>Very exceptionally a Band 1 mark could be awarded for an answer that only develops one side of the argument. This would have to be an exceptionally strong essay where the other side of the case is present by implication.</p>	44-50
Band 3	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will include some points for the NHS • they will include some points against the NHS • there will be limited evidence of any assessment of the two cases but a conclusion will be drawn • responses will be clear, making use of some specialist vocabulary and making use of SPG with facility. 	23-34
Band 4	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will include an unbalanced case • points will be included for and against the NHS • they will make a very limited attempt at a conclusion • responses will have limited clarity, SPG will include a small number of errors. 	11-22
	<p>Recommended annotation Intro for introduction Plus or (+) for points in favour of the NHS Neg or (-) for points against the NHS Ass for assessment of the cases dev for development of points eg for examples Conc. for conclusion</p>	

2 Justify your choice of one of the following scientific developments that you feel has contributed most to peace keeping:

- (a) atomic power;
- (b) fertilisers and high yielding seed varieties;
- (c) telecommunications.

State one reservation you have about your choice.

Give a reason for your rejection of each of the other discoveries.

[50]

Assessment objectives

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.

This question is in four parts:

- selection of one of the scientific developments
- justification of the chosen one in terms of its contribution to peace keeping
- one reservation about the chosen scientific development
- one reason for rejection of each of the other two.

Indicative content

Atomic power

Case for includes:

- link to weapons
- military deterrent
- provides electricity
- a few powerful nations have it
- develops spin off medical developments.

Case against includes:

- development of atomic bomb
- use in the wrong hands
- proliferation
- pollution
- links to disease.

Fertilisers and high yielding seed varieties

Case for includes:

- increases food supply
- increases trade
- allows sale and incomes to grow.

Case against includes:

- some farmers get richer, gap between rich and poor
- food supply as a weapon
- creates unemployment.

Telecommunications

Case for includes:

- more immediate communication
- increases understanding
- world village
- being informed hence better prevention.

Case against includes:

- news flashes inflame
- reprisals
- intrusion
- use by criminals.

Band 1	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will develop the case for their chosen one with at least three points in its favour • they will develop one reservation against their chosen one • they will develop one point against each of the two not chosen • responses will be accurately written, using SPG with facility. 	44-50
Band 3	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will present the case for their chosen one with at least two points in its favour • they will include one reservation against their chosen one • they will include one point against each of the two not chosen • responses will be clear, making use of some specialist vocabulary and making use of SPG with facility. 	23-34
Band 4	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will present some case for their chosen one with at least two points in its favour • they will include one limited reservation against their chosen one • they will include one limited point against each of the two not chosen • responses will have limited clarity, SPG will include a small number of errors 	11-22
	<p>Recommended annotation: Intro for introduction J1, J2, J3... for justification of their chosen option NC1 and NC2 for points against each of the two not chosen Res for reservation about the one chosen dev for development of points eg for examples Conc for conclusion</p>	

- 3 **Assess the advantages and disadvantages of governments taking action to deliver a 'greener future'.**

[50]

Assessment objectives

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.

This question is in four parts:

- there will be some need to establish a definition of a greener future
- the advantages of governments taking action will be needed
- the disadvantages of governments taking action will be needed
- there will be some assessment of the actions of governments.

Indicative content

Definition of a greener future include:

- reduction of emissions to reduce global warming
- recycling to reduce demand for finite natural resources
- energy saving measures
- development of renewable forms of energy
- use of brownfield land to reduce the pressure on countryside.

Governments taking action**Advantages include:**

- securing current ways of life
- extension of life of finite resources
- protection from climatic hazards
- sustainability.

Disadvantages include:

- increased costs eg of travel, of building houses
- unemployment may be caused eg fishing, car industry
- reduced wealth of developed nations
- slower development of less economically developed nations
- interfering with competition
- inhibiting scientific development
- enforcing measures given the international nature of economic activity.

Band 1	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will include at least two developed advantages • they will include at least two developed disadvantages • there will be a developed assessment of the relative strengths of the two cases • responses will be accurately written, using SPG with facility. 	44-50
Band 3	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will include at least two advantages • they will include at least two disadvantages • there will be some assessment of the relative strengths of the two cases • responses will be clear, making use of some specialist vocabulary and making use of SPG with facility. 	23-34
Band 4	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will include at least one advantage • they will include at least one disadvantage • there will be some very limited assessment of the relative strengths of the two cases • responses will have limited clarity, SPG will include a small number of errors 	11-22
	<p>Recommended annotation: Intro for introduction Adv for advantages Dis for disadvantages Ass for assessment of the cases dev for development of points eg for examples Conc for conclusion</p>	

Section B**The Cultural Domain**

Answer **one** question from this section.

4 Hedonism describes a way of thinking that:

- gives pleasure in a central role
- sees pleasure as the highest good
- believes we should strive for the greatest happiness for the greatest number of people
- sees behaviour motivated by the desire for pleasure and the avoidance of pain.

Assess the implications of individuals substituting hedonism for religion in their everyday lives.

[50]

Assessment objectives

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.

This question is in four parts:

- there will be some restatement of the purposes of hedonism
- there needs to be a statement of the range of roles for religion in everyday life
- there needs to be a matching of the two areas with a view to substitution
- there needs to be some assessment of the outcome of matching.

Indicative content

Role of religion in everyday life includes:

- conscientious fulfilment of duty, awe of higher powers, deep reflection
- a system of belief, practice and organisation
- giving meaning to birth, life and death
- code of behaviour, code of morality, conscience
- understanding of human nature, human experience and forgiveness of sin
- fellowship of ritual behaviour
- revelation and supernatural.

Argument for hedonism include:

- hedonism associated particularly with Hobbes in the 17th century
- ultimate values and motives of human action lie in the pleasure produced for individual and community
- avoidance of pain
- pursuit of what is right and wrong
- search for happiness for self and others
- wellbeing and energy to make full contribution/duties to society
- economic man calculates the pleasures and the pains as a balance sheet before acting
- argues for the greatest good for the greatest number

- conversely the scale of the injury to others irrespective of the circumstances of the offender determines punishment
- assumes freedom of will
- underpins much of the last, social provision and psychiatry
- the calculus of Jeremy Bentham
- the levels of pleasure of J S Mill.

Arguments against hedonism include:

- selfish pursuit of pleasure
- lack of concern for some others
- pleasure pain principle seen as simplistic view of behaviour.

See supplementary notes on Hedonism.

Band 1	<p>These answers will have five characteristics:</p> <ul style="list-style-type: none"> • they will demonstrate a clear understanding of Hedonism • they will clearly understand some of the roles of religion in everyday life • they will match the concepts of Hedonism to the roles provided by religion • they will make some assessment of the match • responses will be accurately written, using SPG with facility. 	44-50
Band 3	<p>These answers will have five characteristics:</p> <ul style="list-style-type: none"> • they will demonstrate some understanding of Hedonism • they will understand some of the roles of religion in everyday life • they will make a limited match of the concepts of Hedonism to the roles provided by religion • they will make some very limited assessment of the match • responses will be clear, making use of some specialist vocabulary and making use of SPG with facility. 	23-34
Band 4	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will demonstrate some limited understanding of Hedonism • they will have a limited understanding of some of the roles of religion in everyday life • they will make a very limited match of the concepts of Hedonism to the roles provided by religion • responses will have limited clarity, SPG will include a small number of errors. 	11-22
	<p>Recommended annotation: Intro for introduction H1, H2, H3... for descriptive points about hedonism R1, R2,... for descriptive points about religion H+ for positive matches of hedonism to religion H- for negatives where hedonism does not provide a match Ass for assessment of the cases dev for development of points eg for examples Conc for conclusion.</p>	

Supplementary Notes on Hedonism

Hedonism

From Wikipedia, the free encyclopedia

Hedonism ([Greek](#): hēdonē "pleasure" + [ism](#)) describes any way of thinking that gives pleasure as a central role. Hedonism can be generally summed up as "pleasure is the highest good" or "whatever causes pleasure is right". Further more, Hedonism can be defined as the doctrine holding that behaviour is motivated by the desire for pleasure and the avoidance of pain.

The hedonistic view focuses on increasing *pleasure* and reducing *pain*. Note that while the terms were originally employed literally, this is no longer the case. There seems to be no common ground on what actually constitutes pleasurable or painful activities.

The basic idea behind hedonistic thought is that all actions can be measured on the basis of how much *pleasure* and how little *pain* they produce. In very simple terms, a hedonist strives to maximize this 'ratio' (pleasure over pain). The nineteenth-century British philosophers [John Stuart Mill](#) and [Jeremy Bentham](#) established the fundamental principles of hedonism through their ethical theory of [Utilitarianism](#). Utilitarian value stands as a precursor to hedonistic values in that all action should be directed toward achieving the greatest amount of happiness for the greatest number of people. Though consistent in their pursuit of happiness, Bentham and Mill's hedonistic values are faintly divergent in relation to their exposition of the principle of utility. There are two basic schools of thought on hedonism:

- one school, grouped around [Jeremy Bentham](#), argues a quantitative approach. Bentham believed that the value of a pleasure could be quantitatively understood. Essentially, he believed the value of a pleasure to be its intensity multiplied by its duration - so it was not just the number of pleasures, but their intensity and how long they lasted that must be taken into account
- other proponents, like [John Stuart Mill](#) argue a qualitative approach. Mill believed that there can be different levels of pleasure - higher quality pleasure is better than lower quality pleasure. Mill also argues that simpler beings (he often references [pigs](#)) have an easier access to the simpler pleasures; since they do not see other aspects of life, they can simply indulge in their pleasures. The more elaborate beings tend to spend more thought on other matters and hence lessen the time for simple pleasure. It is therefore more difficult for them to indulge in such 'simple pleasures' in the same manner.

Predecessors

[Epicureanism](#) is considered by some to be a form of ancient hedonism. [Epicurus](#) identified pleasure with tranquillity and emphasized the reduction of [desire](#) over the immediate acquisition of pleasure. In this way, Epicureanism escapes the preceding objection: while pleasure and the [highest good](#) are equated, Epicurus claimed that the highest pleasure consists of a simple, moderate life spent with friends and in philosophical discussion. He stressed that it was not good to do something that made one feel good if by experiencing it one would belittle later experiences and make them no longer feel good. For example, too much [sex](#) might later decrease interest in sex, which may cause one to be dissatisfied with one's sexual partner leading to unhappiness.

Hedonism and Egoism

Hedonism can be conjoined with [psychology](#) to make [psychological hedonism](#): a purely descriptive claim which states that [agents](#) naturally seek pleasure, and claim that we should act so as to produce our own pleasure.

One constant objection is that where one finds pleasure, another may find pain, leading to a contradiction in what the [moral](#) act is. However, hedonism is not necessarily related to [egoism](#).

The [Utilitarianism](#) of [John Stuart Mill](#) is sometimes classified as a type of hedonism, as it judges the morality of actions by their consequent contributions to the greater good and [happiness](#) of all. Note that this is [altruistic](#) hedonism. Whereas some hedonistic doctrines propose doing whatever makes an individual happiest (over the long run), Mill promotes actions which make *everyone* happy. Compare [individualism](#) and [collectivism](#).

It is true that Epicurus recommends for us to pursue our own pleasure, but he never suggests we should live a selfish life which impedes others from getting to that same objective.

Some of [Sigmund Freud](#)'s theories of human motivation have been called psychological hedonism; his "life instinct" is essentially the observation that people will pursue pleasure.

However, he introduces extra complexities with various other mechanisms, such as the "[death instinct](#)". The death instinct, Thanatos, can be equated to the desire for [silence](#) and [peace](#), for calm and darkness, which causes men another form of happiness. It is also a death instinct, thus it can also be the desire for death.

[Christian Hedonism](#) is a term coined in 1986 for a [theological](#) movement originally conceived by a [pastor](#), Dr. John Piper, in his book, *Desiring God: Meditations of a Christian Hedonist*. The tenets of this philosophy are that humans were created by (the Christian) [God](#) with the priority purpose of lavishly enjoying God through knowing, worshipping, and serving Him. This philosophy recommends pursuing one's own happiness in God as the ultimate in human pleasure. Similar to the Epicurean view, the highest pleasure is regarded as something long-term and found not in indulgence but in a life devoted to God. Serious questions have been raised within the Christian community as to whether Christian Hedonism displaces "love God" with "enjoy God" as the greatest and foremost [commandment](#).

A typical [apologetic](#) for Christian Hedonism follows: It would seem that if you were to love something truly, then you must truly enjoy it. Thus Christian Hedonism exemplified in relation to Jesus Christ, who justifies God in loving a rebellious creation by providing the sacrifice of Himself as the payment allowing God to love us, and us to love Him, forever. It could be summed up in this statement: "God is most glorified in us, when we are most satisfied in Him".

Quite a few people equate hedonism with sexuality and having a very loose or liberal view of the morality of sex. Many forms of hedonism actually concentrate on spiritual, intellectual, or otherwise non-sexual forms of pleasure. The pursuit of sexual pleasure can certainly be a form of hedonism, but it is not the mainstream one. However, this has become the mainstream use of the word.

These note are edited from www.wiki-pedia.com the free internet web site).

- 5 Explain, using examples, how studying the works of creative people and the ways in which they develop their work has helped you to understand the creative process.**

[50]

When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.

Assessment objective balance

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

This question is in three parts:

- description of some works of creative people and the way they work
- use of actual examples
- development of understanding of the creative process.

Indicative content

Descriptions of some of the works of creative people might include:

- particular pieces of work
- events where the creative person demonstrated eg master class
- visits to studios where creative action was taking place
- performances.

Understanding that might emerge include:

- why do it? why act?
- provenance, how and where to begin
- level of skill, how to develop and polish
- source of inspiration or motivation eg commissioned or financial
- exploration of something new that attracts
- how much rule following, how much individuality, inspiration
- free expression
- particular interest in a project
- reflection of a topical event or concern
- the achievement of others
- listening to the views of an expert
- enthusiasm of others
- problem solving
- availability of new materials or machinery
- demonstration of techniques.

Band 1	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will provide developed observation of actual pieces of creative work • they will contain at least two examples • they will develop at least three characteristics of the creative process • responses will be accurately written, using SPG with facility 	44-50
Band 3	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will provide observation of actual pieces of creative work • they will refer to at least two examples • they will include at least two characteristics of the creative process • responses will be clear, making use of some specialist vocabulary and using SPG with facility. 	23-34
Band 4	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will provide some observation of actual pieces of creative work • they will refer to at least one example • they will include limited evidence of at least two characteristics of the creative process • responses will have limited clarity, SPG will include a small number of errors. 	11-22
	<p>Recommended annotation Intro for introduction N1, N2, N3... for observation of creative people or their works eg for examples C1, C2, C3... for characteristics of the creative process emerging Conc for conclusion.</p>	

- 6 '.....human kind
Cannot bear very much reality'
(T.S. Eliot, *'Burnt Norton', Four Quartets, 1935*)
Assess the ways in which creative people can help us to be more able to cope with reality. [50]

Assessment objective balance

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.

This question is in two parts:

- ways in which creative people help us to cope with reality
- assessment of these ways.

Indicative content

Ways in which we are helped to cope with reality include:

- production of a record of an event
- recording the details of an event
- detailing people eg portraits
- accurate recording of features of the time, especially popular ones that are likely to disappear eg fashion, types of car
- giving perspective to experience
- understanding our experience through their work
- showing new ways to view reality
- providing a distraction from reality
- showing that our experience is part of an universal experience.

Assessment could include circumstances when creative people may appear to depart from reality, these may help or hinder our ability to cope such as:

- to increase impact eg in a storm, shipwreck
- to represent an historic event
- to increase the dramatic effect
- to represent an ideal
- to merge events from different times or places
- to represent through abstract
- to represent the unseen
- to focus on a particular aspect.

Some of the departures from reality may help and some may hinder our ability to cope.

Band 1	<p>These answers will have three characteristics:</p> <ul style="list-style-type: none"> • they will develop at least three ways in which creative people help or hinder our ability to cope with reality • they will assess these ways in positive and negative (critical) terms • responses will be accurately written, using SPG with facility. 	44-50
Band 3	<p>These answers will have three characteristics:</p> <ul style="list-style-type: none"> • they will include more than one way in which creative people help or hinder our ability to cope with reality • they will make an assessment of the ways they have described • responses will be clear, making use of some specialist vocabulary and making use of SPG with facility. 	23-34
Band 4	<p>These answers will have three characteristics:</p> <ul style="list-style-type: none"> • they will make limited reference to more than one way in which creative people help or hinder our ability to cope with reality • they will include a limited assessment of the ways they have mentioned • responses will have limited clarity, SPG will include a small number of errors. 	11-22
	<p>Recommended annotation Intro for introduction W+. for ways in which creative people help us cope with reality W-. for ways in which creative people hinder our ability to cope with reality dev for development of points eg for examples Conc for conclusion.</p>	

2966 The Social Domain 2

Guidance for Examiners

Do not use ticks in Section B.

It is essential that your annotations show clearly why marks have been awarded or withheld – your team leader will assess your annotation as well as your accuracy.

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 OR
Key	written beside an underlined choice or 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 **fully** the candidate's response, using any question specific annotations agreed at Standardisation.

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 full summative comment using the AO statements from the Generic Mark Descriptors as a comment bank.

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

You may make comments additional to the AO statements but **NOT** instead of them.

Such comments must be positive and specific, eg *excellent use of specialist knowledge, AO2 notable for clarity and elegance, some unusual egs well developed, well integrated AO4..*

Enter the final mark in a circle.

If bullet points are used where continuous prose is asked for, a maximum of 30 marks is available for a 50 mark question; for a 40 mark question the maximum available is 24.

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 for essay questions marked out of 50

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

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

Section A

You must answer all questions

1 Read the information below and use it to answer questions (a) – (c).

In December 2005, BBC Radio Four asked its listeners the question *Who Runs Britain?* The final result highlights how people see the nature of influence in modern Britain – what it is, who has it and why.

1:	The President of the European Commission	22%
2:	The President of the News Corporation of America	15%
3:	The Houses of Parliament	14%
4:	The British People	12%
5:	The Head of the British Civil Service	10%
6:	The Chief Executive of <i>Tesco</i> PLC	7%
7:	The Prime Minister	7%
8:	<i>Google</i>	6%
9:	The Chancellor of the Exchequer	4%
10:	The Director of <i>Liberty</i>	3%

In December 2005 these were (1) Jose Manuel Barroso; (2) Rupert Murdoch; (5) Gus O' Donnell; (6) Terry Leahy; (7) Tony Blair; (9) Gordon Brown; (10) Sharmi Chakrabarti.

- (a) Two of the individuals and one of the institutions are directly accountable to one group in the list.

Identify:

- (i) the two individuals
- (ii) the institution
- (iii) the group to whom they are accountable
- (iv) the method by which the accountability is effected. [5]

- (b) Identify two business organisations or their leaders referred to on the list. Describe how one of them affects daily life in the UK. [5]

- (c) Assume the findings of the survey to be an accurate representation of the nature of influence in modern Britain.

Assess the implications of these findings, both positive and negative, for everyday life in this country.

[40]

[TOTAL MARK 50]

For each of questions (a), (b) award one mark for a correct answer and the additional marks for development where appropriate

(a) One mark each for

The Prime Minister (or Tony Blair or the current incumbent)	[1]
The Chancellor of the Exchequer (or Gordon Brown or the current incumbent)	[1]
The Houses of Parliament (or The House of Commons)	[1]
The British People	[1]
A General Election	[1]

Do not credit The President of the European Commission.

TOTAL = 5 MARKS

(b) One mark each for any two of

The President of the News Corporation of America (or Rupert Murdoch or the current incumbent)	[1]
The Chief Executive of TESCO PLC (or Terry Leahy or the current incumbent)	[1]
Google, The Internet Search Engine.. ..	[1]

Award three further marks for brief development of one of the above as follows: . . .

The News Corporation of America:

- has extensive presence in/control of written and broadcast media
- influences areas like sport and the film industry with its patronage
- has consequent political/commercial influence. [3]

Tesco PLC:

- has enormous influence on the spending habits of the UK public
- has a controlling influence on food production industries nationally
. . . . as well as globally.
- is an extensive and influential employer.. [3]

Google:

- the most popular search engine on the Internet with consequent economic outreach into web advertising
- influences commerce by endorsing or withdrawing support
- exercises influence on/control of the availability of information. [3]

Credit exemplifications/descriptions of the above development points as well as any other relevant points.

TOTAL = 5 MARKS

- (c) Candidates are required here to write a brief essay in which they identify the implications of the BBC survey.

Essays examining both positive and negative implications of the survey will gain the most credit.

USE THE ADAPTED GENERIC LEVELS MARK SCHEME BELOW TO MARK THIS SECTION.

Generic Levels Mark Scheme for an essay question marked out of 40

Subsection	A01	A02	A03	A04
Question 1	6	7	20	7

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

Band	Level descriptor	Marks
Band 3	The candidate demonstrates the following abilities where appropriate to:	17 – 24
AO1	<ul style="list-style-type: none"> select, use and integrate an adequate range of accurate and relevant knowledge; show an adequate understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate the ideas clearly, using some specialist vocabulary with facility; use some of the rules of grammar, punctuation and spelling with facility; 	
AO3	<ul style="list-style-type: none"> undertake some analysis of issues and problems and make a superficial evaluation; develop arguments and draw conclusions; 	
AO4	<ul style="list-style-type: none"> demonstrate an awareness of the differences between types of knowledge; have a grasp of the limitations of the different types of knowledge. 	
Band 4	The candidate demonstrates the following abilities where appropriate to:	9 – 16
AO1	<ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge; show a modest understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary; use some rules of grammar, punctuation and spelling; 	
AO3	<ul style="list-style-type: none"> demonstrate limited analysis of issues and problems with limited evaluation; develop limited arguments and draw limited conclusions; 	
AO4	<ul style="list-style-type: none"> demonstrate limited awareness of the differences between types of knowledge; have a restricted grasp of the limitations of the different types of knowledge. 	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1 - 8
AO1	<ul style="list-style-type: none"> select, use and integrate a very limited range of relevant knowledge; integrate knowledge from a very limited area; show a restricted understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms; use poor grammar and punctuation, and inappropriate spelling; 	
AO3	<ul style="list-style-type: none"> undertake poor analysis of issues and problems with very limited evaluation; recognise very limited arguments and conclusions; 	
AO4	<ul style="list-style-type: none"> demonstrate a very limited awareness of the differences between types of knowledge; have a very restricted grasp of the limitations of the different types of knowledge. 	

NB:

- the maximum mark for an essay written in bullet points is **Band 3**
- the maximum mark for an answer dealing only with **positive** or **negative** points is **Band 3**

Indicative content:**(i) General****Influence in the UK:**

- is (apparently) mainly in the hands of white males
- can be classified into **Political** (1, 3,4, 7, and 9),. **Economic** (2, 6, or 8); **Executive/Bureaucratic** (5) or **Popular** (10)
- is sometimes exercised by institutions external to the UK (2, 8)
- is sometimes exercised by institutions **perceived** as being external to the UK (1)
- in terms of impact on daily life, is exercised more by commercial institutions than any single political one(2, 6, 8)
- belongs substantially to un-elected bodies (2, 5, 6, 8, 10)
- is perceived to belong to individuals whose power is in fact limited by Cabinet consensus (7, 9).

Credit any other relevant points.**(ii) Positive aspects:**

- acknowledgement of the greater influence of the EU on our lives may be seen as a positive development – we are becoming less insular
- the Houses of Parliament are seen as more important than individual politicians – the cult of personality has not yet taken over completely
- the British people see themselves as powerful – a healthy self image
- the stability and permanence of the Civil Service is seen as being more powerful than transitory politicians – this may be seen as good for continuity in public life
- we are still seen as a nation of shopkeepers
- altogether, 60% of the levers of power is democratically controlled [in effect]
- the presence of a pressure group in the list validates the role and the importance of such groups in society
- we are a computer-literate society – negating our image as being distrustful of modern technology
- the relatively low position of British politicians in this list confirms that the results of the survey are “un-spun”.

Credit any other relevant points.**(iii) Negative aspects:**

- the most powerful institution on the list is still felt by many to be remote and inimical or hostile to the UK
- the degree of control exercised by media organisations like the News Corporation is a cause for concern, given that individuals, like Rupert Murdoch often have openly political agenda
- the Head of the Civil Service holds only delegated power, yet he is seen as powerful in his own right
- Tesco is only a very big grocer’s shop – so why is it seen to be an agent in running the country?
- the amount of information held on UK citizens by retailers via eg loyalty cards is a cause for concern

(iii) Negative continued

- so is the fact that four huge supermarket chains exercise so much economic control over the food production industry
- internet search engines are one means by which people unwittingly reveal much of themselves – facts which can be abused by criminals
- the net effect of the survey is to emphasise the UK's relative lack of autonomy.

Credit any other relevant points.

(iv) AO4

Credit references gained through personal experience.

More able candidates may make appropriate citation of popular alternative sources on this topic, eg:

- **Friends in High Places – Who Runs Britain?**
(Jeremy Paxman, Michael Joseph 1990)
- **Who Runs this Place? The New Anatomy of Britain in the 21st Century**
(Anthony Sampson, John Murray 2004)
- **A History of Modern Britain**
(Andrew Marr, MacMillan 2007)

TOTAL = 40 MARKS

CONTENT-SPECIFIC LEVEL DESCRIPTORS**Band One**

Band 1 candidates will use the survey not only as a basis for their essay but also as a resource wherefrom they will illustrate and clinch the points they make. A Band 1 essay will exhibit a wide range. Clear points on the nature of influence are deducible from the source, and a methodical approach will pick up on many of these. Similarly, the answer will balance a wide range of positive and negative aspects, possibly incorporating the contrast into the essay's structure. A clear balance of positive and negative aspects is essential to an answer dealing with the more complex aspects of this question.

The demographic implications of the source will be developed concisely and may well be linked to a developed version of the taxonomy suggested at *Indicative Content (i) General* above, structuring the essay according to these varieties of power rather than by the personalities involved.

They may discuss the implications of the survey for the future, noting the preponderance of un-elected and/or commercial power-brokers in the list, and noting further the way in which so many of these agencies gather information about the public which can be used initially to forecast trends and latterly to initiate them.

Really able candidates may also note the fact that such a survey can only feasibly be conducted in a democratic country, and that only from the twentieth century onwards would anyone have felt the question *Who Runs Britain* worth asking, the answer previously having been self-evident.

It should be noted that candidates are not asked to draw a conclusion to their essays; able candidates will recognise that this is impossible anyway.

Well-integrated AO4 is characteristic of work in this band, as is fluent and eloquent writing demonstrating clear knowledge and a developed ability to manipulate and analyse ideas.

Band Three

A majority of answers will locate themselves in this band, and their chief characteristic will be a substantial reliance on the source. Despite the instruction to use the facts cited in the question as a starting point only, it is anticipated that these candidates could write at length about (eg) white middle class males, glass ceilings and institutional racism, and produce unbalanced work in consequence.

A Band 3 essay will exhibit an adequate range. Some points on the nature of influence will be deduced from the source. A Band 3 answer will show awareness of an adequate range of positive and negative aspects, though development of these may tend to the superficial. It is also possible that in Band 3 candidates will show, and may argue for, either the positive or the negative points of view given in the indicative content. This lack of balance will be a limitation perhaps characteristic of a Band Three answer.

A range of generalised points concerning (eg) compulsory metrication, Sky TV, the defects of British democracy, the British Civil Servant as exemplified by *Yes Prime Minister*, and the effects of supermarkets on local trades-people may well be adduced. Provided that they are developed in a relevant way there is no reason why these points may not be credited, given that at this level we start to see some limitations both in understanding and development.

A conclusion may be drawn given that candidates may not be fully aware of the more complex implications of the survey.

AO4, if present, will be anecdotal and undeveloped, and in this band we begin to see uneven focus, superficiality and a degree of misunderstanding as well as, at the lower end, some degree of incoherence in AO2.

Band Four

Answers here will either be based entirely on the survey (or at least portions of it), and may well confine themselves to a series of observations on its demography and its membership, with some straightforward or simplistic development in the form of brief comment..

A Band 4 essay will exhibit a limited range. It is possible that little or no reference to the “influence” section of the indicative content will be given, and candidates may concentrate on either the positive or the negative aspects, or confine themselves to simple comment on a very limited range of both.

AO4 rarely appears at this level, or if it does, will be confined to varieties of urban myth.

It is likely too that candidates answering at Band 4 will be the ones *to develop an answer based on their own political viewpoint which may be of uneven relevance*. If conclusions are drawn by Band 4 candidates then they are unlikely to be developed from what has gone before.

At this level also we may expect unfocussed and clumsy prose, uncontrolled punctuation or paragraphing, and flawed AO1 in the form of factual errors also.

SUGGESTED ANNOTATION: **IMP(lications) 1, 2, 3** **+ve /-ve 1, 2, 3**

Section B

Answer **one** question in this section

Your answer should be in the form of an essay

- 2 Active membership of political parties has declined sharply in the recent years. What factors may have played a role in this decline?**

In your view what communal and social influences may have replaced political ideology as the foundation for individuals' views and values?

[50]

Subsection	A01	A02	A03	A04
Question 2	8	8	26	8

Indicative content:

Reasons for the decline:

- party-political involvement peaked in the immediate post war period when reforms affected citizens very personally (eg the NHS), so that a decline from this peak was inevitable
- as our influence as a world power has declined, party-political involvement has seemed to be ineffectual in sustaining this role
- post-Thatcher political parties have been seen to be fighting for the centre ground – the basic lack of difference between them may be a cause of apathy
- cynicism about the effectiveness of the political process has grown alongside cynicism about politics and political parties – that such cynicism may well be unjustified has not affected its growth
- “grass roots” political parties seem to wield little if any influence over central and parliamentary parties with relation to crucial matters – choice of candidates, decisions on policy and cabinet membership – so what purpose does membership serve?
- election campaigns are now organised and strategised centrally, with a heavy emphasis on national and local television coverage: local party members may feel marginalized by this
- the political process has become industrialised – it is now part of the public relations and advertising industries – so that local activism is confined to local rather than national politics; party membership may be seen as redundant to this.
- the cynicism and opportunism of some politicians is unfairly seen as being typical of them all, and people turn away from involvement with them and with the political process
- the public is aware that much of what happens in the UK is the result of world-wide economic processes which individuals are generally powerless to affect
- social changes in towns and cities have affected membership of nearly all kinds of clubs and societies, and the decline in political party membership is simply another example of this
- lifestyle changes, in particular concerning leisure pursuits, mean that much spare time activity is family- or peer-group based, and activism of any sort has a relatively low priority.

Influences replacing ideology:.

- religion: fundamentalist and evangelical groups are experiencing rapid growth
- racial and ethnic influences – we speak of the ethnic communities as though they were homogenous in their effect on peoples' views and values
- single issue ideologies – foxhunting, anti-abortion, anti-war – which may have little to do with a developed belief system and could indeed be at odds with it
- class structures are more likely to be based on money than political belief
- the dynamics of family life and relationships – single parent families, nuclear families, same-sex families. - now affect individual outlook
- people judge matters situationally rather than by reference to a political code
- where political principle and personal wishes conflict, the latter is more likely to win, and people rationalise such conflicts by reference to personal codes rather than to political principle
- “special interest” groups lobby for their causes – Fathers for Justice, the Countryside Alliance – and these groups are apolitical and very heterogenous in their membership
- the agenda (both explicit and implicit) promoted by mass media of all kinds.

Credit any other relevant points.

CONTENT-SPECIFIC LEVEL DESCRIPTORS**Band One**

Band 1 candidates will include a very good range, both of factors and influences. These will be set in a context which might typically be drawn from recent history or the post World War II period in the United Kingdom. Knowledge will be presented in a way showing that its implications are clearly understood.

Some able candidates will use contemporary issues (in what may be an election year) both to illustrate and highlighting factors and/or influences.

Analysis will demonstrate a grasp of the complexities of the issues involved, and match these complexities with sound evaluation.

Crucially for this band there will be a balance of factors and influences, and some evaluation of which are the more significant.

These answers will be well-structured, competently focused and written with facility.

Band Three

Band 3 candidates will include an adequate range, both of factors and influences. These will be set in a generalised context which might typically be drawn from recent history only. Knowledge will be presented in a fashion showing an adequate understanding of its significance.

Some candidates may refer to contemporary issues (in what may be an election year) to illustrate factors and/or influences. Should they do this, the illustration may not be developed much further than straightforward comment.

Analysis will demonstrate some understanding of the issues involved, and there may be some evaluation, although this will tend to the superficial.

There may be an attempt to balance factors and influences, but if so it is unlikely that their relative significance will be assessed.

These answers will be structured according to the layout of the question, and there may be a limited attempt to link the two parts of the question.

The answer will be competently structured and written. If AO4 is present it will tend to be anecdotal.

Band Four

A Band 4 answer will probably deal only with the first part of the question, or, if it deals with both, will do so in a limited and superficial way which could well resemble a list.

The knowledge base will be limited, and probably restricted to the most recent and more sensational of contemporary political events. If such references are made they will be quite likely to be left to stand alone rather than developed into an argument.

Analysis will be limited to straightforward or simplistic comment, and evaluation, if present, will be limited.

At this level also we may expect unfocused and clumsy prose, uncontrolled punctuation or paragraphing, and flawed AO1 in the form of factual errors.

SUGGESTED ANNOTATION: **PAR**(ty) 1, 2, 3 **REP**(lacement) 1, 2, 3

IMPORTANT NOTES

- (a)** It should be noted that each item on the list of influences replacing political ideology could itself be a factor in the decline of political party membership, although the relationship between these two processes is very complex and difficult to disentangle. To that extent it is possible (though not likely) that the same reasons could be given in answer to both parts of the question. Should this happen, examiners should decide whether the point being made is focused on “party membership decline” or “replacement influences” and assess it accordingly. The same material obviously cannot be credited twice.
- (b)** Candidates at all levels may well refer to low voter turnout as a symptom of political disaffection. Do not credit such references (but do NOT penalise them either). The question specifically refers to the membership of political parties, not to electoral behaviour.

- 3 In the past, people amused themselves by going to watch the lunatics at Bedlam (a hospital for the insane), and public executions drew huge and festive crowds. Today, people watch 'reality' television programmes such as *Big Brother*. Others have access to illegal 'snuff' movies.

What do such entertainments tell us about the societies they amuse?

[50]

Subsection	AO1	AO2	AO3	AO4
Question 3	8	8	26	8

Indicative content:

(i) **General:**

- a distinction is to be made between the nature of the C19 and C21 experiences
- the lunatics at Bedlam were experienced at first hand – to be seen, heard, and smelled (especially the latter)
- a death sentence was the extremity of English Law, and its execution partly a legal ritual as well as a macabre entertainment
- television is essentially a second hand experience, and even "live" broadcasts are often subject to a short delay in transmission to allow for the censorship of bad language and/or obscene acts – the broadcast experience is thus boundaried by its transmission

Note that these are general points which may appear in an introduction, or be integrated into the subsequent discussion.

(ii) **What do these entertainments tell us?**

- that society did not and does not scruple to exploit human beings as entertainment
- that society is careless of the effect on those being observed so long as entertainment results
- schadenfreude is a social characteristic rather than the weakness of a small group – such entertainments are very popular
- society relishes the humiliation of those taking part in the spectacle
- reality television and Bedlam function as human zoos – society seems to need to distance itself from some of its most vulnerable members
- society has changed/progressed rather less in two centuries than we might like to imagine
- there is a strong (and unpleasant) element of voyeurism involved
- there is an element of vicarious control – the hangman represents the will of the people, and we can vote people off Big Brother – perhaps reflecting the fact that in the rest of society much of what we do is tightly controlled
- much of the pleasure we gain from such entertainment is guilty to an extent.

(iii) What do these entertainments tell us? continued:

- broadsheet poems and stories were often sold at executions and shortly afterwards; modern tabloid newspapers such as *The Daily Star* cover programmes like *Big Brother* as though they were genuine news
- such spectacles fascinate partly because they are also repellent, and we know this
- many contestants make lucrative use of the celebrity they gain by appearing, so we may feel that any harm done to them is balanced by the rewards – this is part of the way in which society rationalises its taste for such spectacles
- it is evident that many contestants enjoy the experience
- some contestants appear to be too unintelligent or insensitive to realise the extent to which they are making a spectacle of themselves – this is a direct parallel to the Bedlam visits
- many contestants buy in to the celebrity culture and exploit their opportunities in a very calculating fashion – if they are being exploited then so are the programme makers
- the watchers of snuff movies are not monsters, but part of the society we inhabit, and part of the spectrum of entertainment of which *Big Brother* forms a part

Credit any other relevant points.

CONTENT-SPECIFIC LEVEL DESCRIPTORS**Band One**

A Band 1 answer will probably be structured like the indicative content above. Able candidates will offer some analysis of the two examples given to provide a context for subsequent development.

The answer will broaden out into a discussion of a wide range of the implications of such entertainments. This will refer knowledgeably to “reality television” as a genre, and may well link this knowledge to television as a medium in general.

Candidates with backgrounds in media studies may well link this genre with tabloid journalism and the cult of celebrity.

The issues will be analysed and their significance evaluated in a fashion which does justice to their complexity.

The key characteristic of answers at this level will be a soundly knowledgeable range of reference, balance and an avoidance of value judgements. Good candidates will also demonstrate an ability to write with detachment about emotive issues, especially where “snuff” movies are involved.

Well-integrated AO4 is characteristic of work in this band, as is fluent and eloquent writing demonstrating clear knowledge and a developed ability to manipulate and analyse ideas.

Band Three

A majority of answers will locate themselves in this band, and their chief characteristic will be a substantial reliance on only a limited use of the *question as a framework*. Few candidates will possess sufficient background knowledge to make other than superficial reference to the historical context of the question.

It is to be expected that many candidates in this band will be very familiar with a range of reality TV programmes and that they will use this knowledge to develop a narrative answer. The strength of such answers will derive from how well candidates use the narrative to make and clinch points relevant to the topic. Weaker candidates will provide the narrative but fail to make substantive points from it.

AO4, where present, will be anecdotal and undeveloped, and in this band we begin to see uneven focus, superficiality and a degree of misunderstanding as well as, at the lower end, some degree of incoherence in AO2.

Band Four

There will be a limited response from this cohort of candidates, and it is to be expected that these responses will be both brief and anecdotal, as well as lacking in development.

It is probable that candidates will concentrate on the more lurid aspects of such entertainments and offer simple comment rather than develop points from them.

At this level also we may expect unfocused and clumsy prose, uncontrolled punctuation or paragraphing, and flawed AO2 in the form of factual errors also.

SUGGESTED ANNOTATION: USE GENERIC ANNOTATION ONLY

- 4 In 2007 the Equality Act made it illegal to discriminate against people on the grounds of their sexual orientation.

The Roman Catholic Church in the UK requested an exemption from this law for its adoption agencies, which do not accept gay couples as adoptive parents, although they will refer such couples to agencies who do.

The request was refused, as a result of which the adoption agencies may close.

Describe and evaluate the legal, ethical and moral implications of this situation. [50]

Subsection	AO1	AO2	AO3	AO4
Question 4	8	8	26	8

Indicative content

The phrasing of the question is intended to offer candidates a structure for their answers in the two areas of law and ethics.

Legal:

- the law deals with a subject about which many people hold very strong (and not always reasoned) views
- but it will also give homosexuals a legal platform on which to challenge prejudice and homophobic behaviour, something which many feel is long overdue
- creating an exemption for this specific instance would almost certainly lead to further requests for exemptions, making the law difficult to enforce
- the law recognises the outcome of religious belief in other areas – conscientious objection in wartime, for example – why not in this one?
- by accepting public funds there is tacit acceptance of the law
- an exemption for one religion from this law could be used as a precedent for other claims in other areas, perhaps leading to [eg] the legalisation of the application of Sharia law in the Muslim community
- the law also makes it illegal to discriminate against people on the grounds of their religious belief – is that what is happening to the Church in this instance?
- in purely practical terms the adoption process has to satisfy the same criteria whatever the sexual orientation of the couple – if the law does not differentiate, then why should the Church?
- although the law respects beliefs, it cannot be seen to cede its authority to religious organisations of which membership is entirely voluntary
- allowing exemptions from the law can be seen as undemocratic
- a publicly funded agency should attend to the views of the public – in this case the Church has simply spoken for itself, without reference even to its own membership
- allowing an exemption in this case could lead to serious long term social effects, if faith schools, for example, were allowed to exclude all non-believers

Ethical/moral:

- in refusing to consider homosexual couples as adoptive parents the Church is making a judgement about such couples which some feel it has no right to enforce
- on the other hand, the Church derives its ethical principles from scripture and doctrine, and these should be respected
- is it saying that homosexuals are inferior to heterosexuals?
- or is it simply pointing out that they are different, and that same-sex parenthood is not biologically possible?
- there is considerable ambivalence in the Church's attitude to homosexuality: eg, it admits them to communion so long as they are celibate, but it does not seek to excommunicate them
- children adopted by properly-assessed gay couples prosper as well as they would in heterosexual families
- Catholic adoption agencies refusing to help gay couples will refer them elsewhere – is it possible to see this as a double ethical standard?
- or is it making the best of a very difficult situation by referring such couples to places where they can get help without betraying their beliefs?
- rather than accept gay couples the adoption agencies are willing to close; this is a principled stand in response to a very difficult situation
- but this principle in effect could deny disadvantaged children adoptive parents – this is a very difficult ethical knot to undo
- if such an exemption were granted, it would become the thin end of the wedge for other claims – the refusal by students to study a text involving homosexuality on the grounds of their religious belief, for example
- it is possible to see this situation as a conflict between democracy and theocracy; it is unlikely that candidates will use this terminology, but a reference to the conflict between spiritual and legal authority amounts to the same thing

Credit any other relevant points.

CONTENT-SPECIFIC LEVEL DESCRIPTORS

It is likely that this question will be answered by relatively few students, and among those few we may expect some polarisation of views. Examiners will need to be vigilant with regard to answers which may be inappropriate in style, tone or language.

Band One

Band 1 candidates will include a very good range of legal, ethical and moral issues. These will be set in a context which may recall the original controversy (which took place in the autumn of 2006), or in the light of ongoing discussion since then.

Able candidates will make and develop a clear distinction between the legal aspects of this issue and its ethical and moral outworking. A clearly structured essay will highlight this distinction, as well as (possibly) referring to wider social and religious outcomes.

Analysis will demonstrate a grasp of the complexities of the issues involved, matching such complexities with sound evaluation, and may well refer to the impossibility of reconciling them.

Crucially for this band there will be a balance of the legal and ethical/moral aspects of the situation. This will be highlighted in clear descriptions of these issues leading to balanced evaluations of them.

It is to be expected that candidates answering this question may also have a personal interest in it (which they may or may not declare), and able candidates will show the ability to write on an emotive subject lucidly and with balance.

These answers will be well-structured, competently focused and written with facility. AO4 may show a wide range of legal and doctrinal reference.

Band Three

Band 3 candidates will include an adequate range of legal, ethical and moral issues, although the distinction between legal and ethical/moral issues may be left unclear. These may be set in a context which may recall the original controversy.

Candidates will concentrate on the more salient elements of the indicative content, and may well show a sound enough grasp of some legal issues. In dealing with the ethical/moral aspects there will be adequate description accompanied by straightforward comment. This will tend to the simplistic at the bottom of the band.

Analysis will be adequate, but evaluation may well tend to the superficial for many candidates in this band.

Candidates answering this question may also have a personal interest in it (which they may or may not declare), and it may be that such candidates in this band will struggle to find objectivity.

These answers will be adequately-structured, reasonably well focused and written lucidly if simply. If AO4 is present it will tend to be anecdotal.

Band Four

There will be a limited response from this cohort of candidates, and it is to be expected that these responses will be both brief and anecdotal, as well as lacking in development.

It is probable that candidates will not draw any meaningful distinction between legal and ethical/moral aspects. Issues will be simply or baldly defined, and subjected to simple and undeveloped comment.

It is also possible at this level that candidates will concentrate on the more sensational aspects of this complex issue and write anecdotally of essentially irrelevant issues such as paedophilia in the Roman Catholic clergy.

At this level also we may expect unfocused and clumsy prose, uncontrolled punctuation or paragraphing, and flawed AO2 in the form of factual errors also.

SUGGESTED ANNOTATION: **L(egal) 1, 2, 3** **M(oral/ethical) 1, 2, 3**

2968 Culture, Science and Society: Making Connections

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

AO3	<ul style="list-style-type: none"> undertake some analysis of issues and problems and make a superficial evaluation; develop arguments and draw conclusions; 	
AO4	<ul style="list-style-type: none"> demonstrate an awareness of the differences between types of knowledge; have a grasp of the limitations of the different types of knowledge. 	

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

Section A

- 1 How far do you agree with the proposal that euthanasia should be made legal in the UK? Refer to one cultural, one scientific and one social connection which would influence this decision. Use the source to inform your answer. [50]

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

Indicative Content

A summary of the source material follows:

Paragraph 1

- doctors should have the freedom to end patients' lives without any problem, irrespective of whether permission has been gained or not
- this should be done without delay to end suffering
- doctors end lives by removing feeding tubes from those already offered no hope of living; but, this can be slow and unpleasant; doctors should be able to act immediately and incisively.

Paragraph 2

- doctors already practise this on patients who can simply feel pain alone; it should be extended to those who can no longer speak for themselves
- withdrawing treatment from severely ill patients is doing nothing; death is in the hands of the disease affecting the patient
- patients who are allowed to die normally can suffer slow, unpleasant deaths.

Paragraph 3

- 'active' killing by doctors involves the removing of feeding tubes
- to say that this is not killing a patient is simply a quirk of the law; it is effectively euthanasia
- the professor does express some doubts about patients who still show some signs of awareness and brain function but feels that the authorisation of the death of these patients will not lead to problems.

Paragraph 4

- decisions about life and death are being made all the time but there is no regulation of them
- in other countries there is clear legislation and regulation to help and guide doctors and patients.

Paragraph 5

- the BMA sits on the fence and refuses to be drawn on this thorny issue, choosing to leave it for society to pass judgement.

Issues

Examiners should expect to see a wide variety of attitudes offered on this widely covered moral dilemma. Here are a few examples:

Cultural

- attitudes to euthanasia change depending on beliefs and values ('god's will')
- a person's country of origin, or cultural background plays a part in the decision
- standards of medical ethics vary for different cultures
- doctors and other medical staff have their own convictions
- living in a 'free world', people have a choice of their own
- the debate within communities about the differences between religious and cultural viewpoints
- the sanctity of human life
- the religious dimensions of body and soul.

Scientific

- there could be a cure found at any time
- pain-free euthanasia may vary from person to person
- euthanasia goes against the natural laws of nature
- doctors swear a Hippocratic Oath.

Social

- the capacity of a family and friends to cope with stress
- the view that taking someone's life is murder and against the law
- the pressure on medical staff to behave professionally in such an emotionally charged situation
- euthanasia would save the NHS money which could be directed to other patients and services
- the tension between society's norms, values and beliefs, and the rights of the individual.

Band 1	These candidates will discuss the proposal that voluntary euthanasia should be made legal in UK by being able to explain the issue clearly and succinctly (AO1), developing and supporting their response with clear examples from actuality (AO3). They will be distinguished by their ability to examine the idea of 'extent' by possibly looking at positive and negative issues. They will make connections and include issues from the three domains. They will use their own experience to inform their answer (AO4). The standard of communication will be high, adding to the overall quality of the essay (AO2).	41 – 50
Band 3	These candidates will provide some knowledge and discussion about legalising euthanasia (AO1) but the analysis will be thin and examples will be less focused and possibly one-sided (AO3). There will be some connections made with one or more domain omitted or sketchy (AO4). Though clear, there will be weaknesses in communication (AO2).	21 – 30
Band 4	Ideas and information will be limited (AO1) and these candidates will fail to analyse their response and simply list ideas, with limited structure and mostly taking ideas directly from the source without any extension or discussion (AO3). There will be limited reference to the domains or connections made (AO4). Communication will be poor with many errors evident (AO2).	11 – 20
Annotation	Intro; E+ = positive point ; E- = negative point ; Cul/Sci/Soc = Domain issue (followed by + or - depending on the view.) Conc. = conclusion.	

Section B

- 2 Outline at least one cultural feature, one scientific achievement, and one social condition that you believe to be uniquely British. Use the source and your own ideas and experiences to justify your answer. [50]

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

Indicative Content

The individual parts of the source may be divided into the three domains as follows:

		Cultural	Scientific	Social
1	British people's right to say what they think.	√		√
2	Britain's defiance of Nazi Germany in 1940.	√	√	
3	British people's sense of fairness and fairplay.	√		√
4	The achievements of Britain's scientists and engineers.		√	
5	British Justice.			√
6	Having a strong economy.		√	√
7	The Royal Navy.		√	
8	Tolerance of other people and other people's ideas.	√		
9	The fact that Britain has not been invaded since 1066.	√		√
10	British people's stoicism – their ability to 'take it'.	√		
11	The Monarchy.	√		√
12	Britain's role in the world today.		√	√
13	The House of Commons.			√
14	The Common Law.			√
15	The BBC.	√	√	√
16	Pubs.	√		√
17	William Shakespeare.	√		
18	Our weather.		√	
19	The fact that we don't have to carry identity cards.		√	√
20	The Church of England.	√		
21	The quality of Britain's restaurants.		√	

Points and lines of discussion that might be pursued by candidates to show 'uniquely British' (by Domain) may include:

Cultural

- the Church of England
- fish and chips
- the BBC
- Shakespeare
- the Cotswolds.

Scientific

- discoveries by scientists such as Newton
- Industrial Revolution machinery
- Cambridge Science park
- the UK weather
- Greenwich Mean Time.

Social

- the Pound
- the NHS
- the Oxford and Cambridge Boat Race.

Further reference might be made to:

- common conceptions and misconceptions about the British by themselves and by others
- patriotism (or lack of it) compared to other nations
- the effect that multi-culturalism has had on Britishness
- Britain's position in the world.

Other considerations:

- in dividing the statements in this way it is possible to imagine the ways in which the candidates may interpret Britishness and, through lateral thinking, it will be possible to make connections between the domains
- features, achievements and conditions need not come directly from the source and can be the candidate's own choice
- it is likely that the source will be used in most cases but the development of this initial idea will determine the better answers.

'Uniquely British' – guidelines

The literal definition of 'unique' refers to 'the only one of a type'. Therefore in judging the appropriateness of answers to this, examiners must award credit for items that originated in Britain. Therefore, answers citing 'soccer', 'rugby', and the mini skirt are valid answers – even if the items now exist in other countries.

In essence, the question is looking at British character, style, industry, and inventiveness. On the other hand, if the idea of Britishness is rejected in favour of the concept of everything being part of the global village examiners may credit this as an interesting and perceptive piece of AO4 evidence. However if the idea of Britishness is completely rejected in favour of an answer along these lines then it would be difficult to award marks in the high bands as the response would not adequately reflect the spirit of the question.

Band 1	These candidates will discuss the three items required clearly and succinctly (AO1), supporting their response with clear examples from actuality, or their own experience (AO3). They will be distinguished by their ability to tackle the idea of uniqueness by possibly looking at their choices in a positive or negative light and making comparisons. They will make connections and include all of the three domains. They will use their own experience to inform their answer (AO4). The standard of communication will be high, adding to the overall quality of the essay (AO2).	41 – 50
Band 3	These candidates will choose and briefly outline three items (AO1) but there will be inconsistency in the quality of analysis. Examples will be less focused and possibly one-sided (AO3). There will be some connections made but with insufficient clarity and incision (AO4). Though clear, there will be weaknesses in communication (AO2).	21 – 30
Band 4	These candidates will fail to analyse their response and simply list ideas (AO1), with limited structure and mostly taking ideas directly from the source without any extension or discussion (AO3). There will be limited reference to the domains or connections made (AO4). Communication will be poor with many errors evident (AO2).	11 – 20
Annotation	Intro; + = positive point ; - = negative point ; Cul/Sci/Soc = Domain issue (followed by + or – depending on the view.) ; Conc. = conclusion .	

Grade Thresholds

Advanced GCE General Studies (3831/7831)
January 2008 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
2961	Raw	100	77	70	63	56	49	0
	UMS	90	72	63	54	45	36	0
2962	Raw	100	66	59	53	47	41	0
	UMS	90	72	63	54	45	36	0
2964	Raw	100	66	58	51	44	37	0
	UMS	120	96	84	72	60	48	0
2965	Raw	100	67	59	51	43	36	0
	UMS	90	72	63	54	45	36	0
2966	Raw	100	63	56	50	44	38	0
	UMS	90	72	63	54	45	36	0
2968	Raw	100	66	59	53	47	41	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3831	300	240	210	180	150	120	0
7831	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
3831	8.3	23.6	46.7	70.0	86.4	100	3723
7831	11.4	29.2	53.2	79.2	94.2	100	891

4614 candidates aggregated this series.

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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