

General Studies

Advanced Subsidiary GCE

Unit **F731**: The Cultural and Social Domains

Mark Scheme for January 2011

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

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Guidance for Examiners

Do not use ticks in Section B and D. 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, and then consider in which level the answer is located.

Consider its position within the level and a possible mark.

Fine tune the mark by considering the Assessment Objectives.

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

Enter the final mark in a circle.

If bullet points are used where continuous prose is asked for, a maximum of 20 marks is available for a 30-mark question.

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 based mark scheme for essay questions marked out of 30.

Assessment Objective Weighting

	AO1	AO2	AO3	AO4
Marks	8	10	6	6

Level 5

AO1	<ul style="list-style-type: none"> select, use and integrate a very good range of relevant knowledge show a very good understanding of the concepts involved 	25-30
AO2	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluates them appropriately use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence 	
AO3	<ul style="list-style-type: none"> demonstrate very good awareness of the differences between types of knowledge have a very good appreciation of the strengths and limitations of the different types of knowledge 	
AO4	<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 	

Level 4

AO1	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge show an understanding of the concepts involved 	19-24
AO2	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluates them competently use evidence to develop reasoned arguments and draw sound conclusions on the evidence 	
AO3	<ul style="list-style-type: none"> demonstrate good awareness of the differences between types of knowledge have a good appreciation of the strengths and limitations of the different types of knowledge 	
AO4	<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 	

Level 3

AO1	<ul style="list-style-type: none"> select, use and integrate a range of relevant knowledge show an adequate understanding of the concepts involved 	13-18
AO2	<ul style="list-style-type: none"> undertake some interpretation and analysis of issues and problems and make a superficial evaluation use evidence to develop arguments and draw conclusions 	
AO3	<ul style="list-style-type: none"> demonstrate awareness of the differences between types of knowledge have an appreciation of the strengths and limitations of the different types of knowledge 	
AO4	<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 	

Level 2

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 	7-12
AO2	<ul style="list-style-type: none"> demonstrate limited interpretation and analysis of issues and problems with limited evaluation use evidence to develop limited arguments and draw limited conclusions 	
AO3	<ul style="list-style-type: none"> demonstrate limited awareness of the differences between types of knowledge have a restricted appreciation of the strengths and limitations of the different types of knowledge 	
AO4	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary use some rules of grammar, punctuation and spelling 	

Level 1

AO1	<ul style="list-style-type: none"> select, use and integrate some knowledge which may not be accurate show a restricted understanding of the concepts involved 	0-6
AO2	<ul style="list-style-type: none"> demonstrate poor interpretation and analysis of issues, problems and evaluation recognise arguments and conclusion. 	
AO3	<ul style="list-style-type: none"> demonstrate very limited awareness of the differences between types of knowledge have a very restricted appreciation of the strengths and limitations of the different types of knowledge. 	
AO4	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms use poor grammar and punctuation, and inaccurate spelling. 	

Section A: The Cultural Domain

Answer **all** parts of the question in this section on values and moral reasoning.

- 1 a) In **Source A**, briefly explain what you think the author means by the following phrases:

Assessment Objectives			
AO1	AO2	AO3	AO4
6	3		

- i) **'value-laden messages'** [line 3] [3]
 The three types of media put across or transmit messages from a particular values perspective, through the content or storyline or lyrics or the vivid portrayal of characters.

This is information that is 'laden' in terms of weight of importance or viewpoint as well as in the amount of information.

- ii) **'generational divide'** [lines 6-7] [3]
 Reference should be made to different age groups, possibly in a sequence, such as grandparents, parents, self or possibly very young children and teenagers. 'Divide' should include some suggestion of split or break or two parts (as the author is expressing some concern.)

- iii) **'nostalgia for the values of days gone by'** [line 7] [3]
 Mention of 'the olden days' is not enough. There must be reference to fond (or even bad) memories of earlier periods, young life or previous times of life (teens, wartime, the 60s). Nostalgia needs to refer to a desire to return in thought or in fact to a former time in one's life, to one's home or homeland or to one's family and friends; a sentimental yearning for the happiness of a former place or time; something lost, changed, and no longer available.

It maybe stated in terms of the values of today being perceived as having deteriorated from those of the past.

In the assessment examiners may read alternative answers and suggestions that will require the use of professional judgement in allocating marks. Ticks should be used to indicate where the marks are awarded.

One mark for each basic point with **two further marks** for development or clarification including examples or illustration **(1 + 2)**.

If a candidate simply tries to paraphrase or define words a maximum of **two marks** should be awarded.

- b) In **Source B**, two meanings of the word 'value' are given. Outline clearly **one** example to illustrate each meaning. [5]

Assessment Objectives			
AO1	AO2	AO3	AO4
2	2		1

- Principle, standard or quality** – the importance or worth of something for someone such as privacy, honesty, solitude, beauty, living religious laws, respecting one's elders.
- The desirability and worth of a thing** – a strong feeling of wanting or monetary value; the amount of money which can be received for something, to want something, especially strongly.

Examples may be taken from the candidate's own experience or from other sources. **Two** marks for each meaning; **one** mark for a simple example; **one** mark if the development is clear. **One mark is** available for AO4 (communication) to be shown inside the margin (**2+2+1=5**)

- c) Taking into account **Source C**, choose **one** of the following words and briefly outline **two** reasons why its value may vary from person to person. [6]

Individuality

Freedom

Honesty

[6]

Assessment Objectives			
AO1	AO2	AO3	AO4
2	2		2

Individuality	<p>Reasons:</p> <ol style="list-style-type: none"> People see being distinctive and unique as a strength. It is seen as a self-defining personal characteristic. It is a statement of fashion. Some people like to 'blend in' and remain unnoticed. A lack of confidence stifles individuality. A strict family upbringing sometimes prevents the emergence of individual and unique characteristics.
Freedom	<p>Reasons:</p> <ol style="list-style-type: none"> Freedom is a key component of democracy and the 'free world'. It is a fundamental human right; the incarcerated may see it as a particularly desirable state. A common interpretation is likely to be in relation to choice. It can be viewed in the context of age and being able to make one's own decisions. Total freedom could lead to a state of anarchy as it implies no boundaries and/or rules.
Honesty	<p>Reasons:</p> <ol style="list-style-type: none"> Honesty is a defining characteristic in all walks of life and is seen as a measure of personal integrity. It is closely linked to trust and has many religious connections. Honesty for some is selective and relative. Lack of honesty can manipulate situations for personal gain and to avoid criticism. Lack of honesty is used by desperate people in the challenging situations that they may face.

The question allows candidates to offer a range of answers relating to different experiences and their own personal values. **One mark** for each reason (**R1,R2**) plus **one mark** each for development of ideas (**Dev**). Only **one** mark for a simple explanation. Up to **two** marks are available for AO4 (communication) – **2+2+2=6**

Allocate the two marks for AO4 using the following scheme:

2 marks	If the meaning is clear and the text contains very few errors of SPG.
1 mark	If the meaning is partially clear but the text contains frequent errors of SPG.
0 marks	If the meaning is not clear

- d) You are a Community Leader who is concerned about a local conflict between young people and older generations. This is due to the different values that each group promotes.

Write a short letter that you might send to all people concerned identifying one problem that has led to conflict and two ways that they could effectively resolve this conflict. [10]

Assessment Objectives			
AO1	AO2	AO3	AO4
6	1		3

Problems may include: drugs, drinking, sex (and the relative age limits for these), unemployment, facilities for youths, neglect of the elderly, poor family relationships, anti-social behaviour of many kinds, vandalism and graffiti.

Tackling problems may include: negotiation, conciliation, arbitration, compromise, joint-approaches, the use of experts, independent advisors who remain neutral, injections of capital, 'wiping the slate clean'.

Examiners may accept other examples of problems and the way to tackle them using their professional judgement. To qualify for full marks candidates need to address a problem (**P**) and two ways to resolve it (**W1, W2**). Each needs to be developed (**Dev**) or clarified by an example (**Eg**).

Use the following as a guide for the allocation of marks:

Identifying of a problem (P) **1 mark**
If no problem is identified, allow implied problems but no mark awarded for the problem.

Two ways of resolving the problem (W1/W2)
One mark for way plus up to **two marks** for development/support.

6 marks

Allocate the three marks for AO4 using the following scheme:

3 marks	Meaning is clear and precise with very few errors of SPG.
2 marks	Meaning is clear with one or two errors of SPG.
1 mark	Meaning is partially clear with several errors of SPG.
0 marks	Meaning is not clear

10 marks

If a candidate refers to more than one conflict, only one of them can score. Mark each problem and then award the mark for the highest. It is possible to score **three marks** by simply naming a conflict and offering **two ways** without any development. In such cases award **one mark** for AO4 as the meaning is only partially clear.

Section B: The Cultural Domain

Answer one question from this section.

Answers should be in continuous prose.

- 2 'A healthy society is one in which people exercise moral judgement for the greater good of others.'

To what extent do you agree with this statement? Illustrate your argument with two examples from public life or personal experience [30]

Assessment Objectives			
AO1	AO2	AO3	AO4
8	10	6	6

Indicative content

The question is in two parts:

- examination and discussion of the extent of agreement with the quotation
- illustration to support argument with two examples.

Note that the examples may be from public life or personal experience. This is not an either/ or choice.

It is acceptable for candidates to take a positive or negative view on the quotation.

'A healthy society is one in which:

- time is invested in humans - particularly in early-child development through parents and school
- there is a strong and relevant moral framework within which people can develop and flourish
- pride and respect form the backbone of civil cohesion
- people are fit and well; from early childhood a head start is made on physical health, mental health and education
- individuals are free to exercise their personal rights and preferences without fear of persecution
- freedom of expression of views irrespective of whether these are accepted by the majority
- there is a productive work force, more productive schools and a health-care system where the focus is on prevention, early detection and avoidance.

'...people exercise moral judgement...' involves a person:

- having a morality ie a set of beliefs to distinguish between right and wrong, good and evil, right or good conduct
- being concerned with principles of right and wrong and conforming to standards of behaviour based upon those principles
- evaluating situations and possibly going against beliefs acquired through upbringing, conviction, experience as they evaluate their responses
- taking unprecedented and, at times, uncharacteristic steps to help/support/preserve the sanctity of fellow men
- making sacrifices, albeit briefly and temporarily, to stand by others.

'greater good of others' involves:

- taking a stand from which the majority benefit – this could be friends, colleagues, or even the whole human race
- the understanding that there will be some majority benefit to people and that any sacrifice made will be worthwhile
- some certainty that this will indeed be the case.

Examples cited may include:

- public or distinguished persons living or deceased
- national or local figureheads, religious leaders, politicians
- members of one's peer group
- family members.

Examiners are asked to look for essays where the candidate dissects the quotation and illustrates their ideas by referring to two specific examples. These should be used as support for the premise and argument presented. Essays that are wholly descriptive of the good works of individuals will not exceed **Level 3**.

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities show in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

LEVEL	DESCRIPTOR	MARKS
5	There is a very good understanding of an individual's position and the nature of the quotation (AO1) that includes reference to key components of the question and appropriate definitions. This is supported by additional information and two examples that clarify meanings and ideas (AO2). Candidates may introduce a range of ideas that highlight the extent of their position using a case study or their experience (AO3). The essay will be communicated clearly and fluently with few errors and a range of vocabulary (AO4).	25-30
4	There is a good understanding of an individual's position and the nature of the quotation (AO1) that includes reference to key components of the question and appropriate definitions. This is supported with some additional information and two examples that clarify meanings and ideas, though maybe not quite as balanced (AO2). Candidates may introduce some ideas that highlight the extent of their own position using a case study or their experience (AO3). The essay will be communicated clearly and fluently. (AO4).	19-24
3	The essay will be attempted in broader terms with some description being stronger than others but without a sense of balance in the assessment of 'extent.' (AO1). There is some support from additional information and there may be only one strong example that goes some way towards clarifying meanings and ideas (AO2). There may be a failure to explore some of the components of the question (AO3). The essay will be communicated with some clarity though there will be limitations in the quality of language and presentation (AO4).	13-18
2	Only part of the essay will be competently tackled and the descriptions will be vague and marginally appropriate (AO1). Additional information or examples are sparse, ambiguous or incomplete (AO2). Limited ideas concerning the extent of views are evident (AO3). Errors in communication will restrict the understanding of the essay (AO4).	7-12
1	Essays at this level will generalise on the issue of moral judgement (AO1). Their attention to 'extent' will be very limited (AO2). There will be very limited personal engagement (AO3). Answers will tend to lack coherence with very limited competence in SPG (AO4)	0-6
	Recommended annotation Intro for introduction HS for points about a healthy society MJ for aspects of morality and moral judgement GG for exploration of the phrase 'greater good' EG1 and EG2 for chosen examples (pl or pe) Use +/- to indicate the nature of the response Dev for development Conc for conclusion.	

- 3 To what extent do you agree that the Internet is destroying the creative arts? In your answer you should refer to at least two different art forms with which you are familiar. [30]

Assessment Objectives			
AO1	AO2	AO3	AO4
8	10	6	6

Indicative content

The **extent** to which a candidate agrees should lead to the identification of advantages and disadvantages. Good essays will look at both sides and offer a reasoned and balanced response. A selection of arguments follows though these are in no way exhaustive and may be looked at from both positive and negative perspectives in the construction of a reasoned and effective case.

- valued and respected cultural institutions are under attack from amateurs who use the web for the promotion of their arts
- the internet provides an important source for new, untapped talents and ideas
- plagiarism is destroying creativity and original work
- unlimited access provides new artists to a public
- poor security and the potential for the copying of downloaded media is detrimental to the recording and publishing industries
- less well known artists have the opportunity to show their work
- access to the internet has many dangers
- the public can be in touch with the arts from their own home
- the internet is immediate; there is no need to wait to see or hear a performance
- the internet gives creative access to other cultures
- the internet allows documents to be viewed, e.g. original records or plays.

Good essays will ensure that the question of **extent** has been examined and there will be the inclusion of a balanced argument.

An essay that outlines the availability of the creative arts on the internet but does not explore the idea of damage will not be awarded a mark above **Level 3**.

The essay refers to **extent**, which implies that the best responses will include balanced or contrasting views. Opinions may vary from person to person and this may be affected by their age, education and location. For example, a commendable approach may be to compare the attitudes of people in the developed West to the less developed Third World.

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities show in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

LEVEL	DESCRIPTOR	MARKS
5	There is a very good understanding of the creative arts, the internet and their link (AO1) that includes these key words and appropriate definitions. This is supported by additional information or examples that clarify meanings and ideas (AO2). Candidates may introduce a range of ideas that highlight the extent to which they agree or disagree with the statement using a case study or their experience (AO3). The essay will be communicated clearly and fluently with few errors and a range of vocabulary (AO4).	25-30
4	There is a good understanding of creative arts, the internet and their link (AO1) that includes these key words and appropriate definitions. This is supported with some additional information or examples that clarify meanings and ideas, though the essay maybe not quite as balanced as Level 5 (AO2). Candidates may introduce some ideas that highlight the extent to which they agree or disagree with the statement using a case study or their experience (AO3). The essay will be communicated clearly and fluently. (AO4).	19-24
3	The essay will be attempted in broader terms with some descriptions being stronger than others (AO1). There is some support from additional information or examples that go some way towards clarifying meanings and ideas (AO2). One art form will possibly be stronger than the other and support would be weak and/or sketchy or possibly assertive and unfounded (AO3). The essay will be communicated with some clarity though there will be limitations in the quality of language and presentation (AO4).	13-18
2	Only parts of the essay are competently tackled and the descriptions are vague and misleading (AO1). Additional information is sparse, ambiguous or incomplete (AO2). Limited ideas concerning the contrasting effects of the arts are evident (AO3). Errors in communication will restrict the understanding of the essay (AO4).	7-12
1	There will be very limited understanding of the link between the internet and the creative arts (AO1). The reference to two art forms will be fragmentary or absent (AO2). There will be very limited, if any, personal reference to art forms (AO3). Answers will tend to lack coherence with very limited competence in SPG (AO4)	0-6
	Recommended annotation Intro for introduction Ag1, Ag2.. for agreeing with the quote Dis1, Dis 2... for disagreeing with the quote Art 1 and Art 2 for the two art forms chosen Dev for development of points eg for examples Conc for conclusion.	

- 4 'Arts Council England works to get great art to everyone by championing, developing and investing in artistic experiences that enrich people's lives.' (Great Art for Everyone 2008-2011, Arts Council England, September 2008) Suggest one way in which art can 'enrich people's lives'. Outline one reason for and one reason against the maintenance of publicly funded Arts organisations in the UK. [30]

Assessment Objectives			
AO1	AO2	AO3	AO4
8	10	6	6

Indicative content

The quotation features the following key words:

'**championing**' – to act as champion of; defend; support: promote: eg to champion a cause

'**developing**' – growing into a more mature or advanced state; to advance

'**investing**' – to put money, time and/or energy to use, by purchase, expenditure and/or support in something offering potential returns, as artistic or human interest or appreciation in value

'**enrich**' – to add greater value or significance to.

Ways in which art can **enrich people's lives** include:

- art becoming an important part of the urban landscape and being part of regeneration programmes
- art being linked to other life experiences such as information technology
- making people aware of their heritage or the diversity in their community
- providing a contrast and stimulus to the repetitive nature of people's everyday lives.

Reasons **for** a publicly funded Arts organisation include:

- funding arts activities that benefit people or that help artists
- providing opportunities for artists to display, exhibit, perform, and communicate to a wider audience
- promoting and supporting the arts in the media
- helping small or minority groups maintain their artistic, financial and organisational viability during the recession and to bring them to a wider audience
- preserving National Treasures for future generations
- respecting, developing, and maintaining our cultural heritage.

Reasons **against** a publicly funded Arts organisations include:

- the fact that only a few people get direct benefit from the organisation's activities and it is seen as a clique
- art is regarded as a middle-class pursuit and therefore not accessible to everyone
- strong representations to put the money involved to better use in a time of recession
- the suggestion that 'if you want it you pay for it' but not everyone wants it!

Candidates' responses may be varied and diverse in what is an essentially open-ended question. However, in order to access the full range of marks it will be important to cover all three parts of the question in a fair and balanced way. Essays may include reference to specific areas and regions and arts projects as support.

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities show in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

LEVEL	DESCRIPTOR	MARKS
5	There is very good understanding of one way in which art can enrich people's lives. (AO1) Candidates will develop one very good reason for and one very good reason against the maintenance of publicly funded arts. (AO2) They may explore many of the definitions used in the question or make very good use of their personal experience or a case study. (AO3) The essay will be written clearly and fluently with few errors and a range of specialist vocabulary. (AO4)	25-30
4	There is good understanding of one way in which art can enrich people's lives. (AO1) Candidates will develop one good reason for and one good reason against the maintenance of publicly funded arts. (AO2) They may explore some of the definitions used in the question or make good use of their personal experience or a case study. (AO3) The essay will be written clearly with few errors and a range of vocabulary. (AO4)	19-24
3	There is some understanding of one way in which art can enrich people's lives. (AO1) Candidates will include one reason for and one reason against the maintenance of publicly funded arts. (AO2) They may make use of their personal experience or a case study. (AO3) The essay will be written clearly with few errors. (AO4)	13-18
2	There is limited understanding of one way in which art can enrich people's lives. (AO1) Candidates will include one limited reason for or one limited reason against the maintenance of publicly funded arts. (AO2) They may make limited use of their personal experience or a case study. (AO3) The essay will be written clearly with frequent errors. (AO4)	7-12
1	There is very limited understanding of one way in which art can enrich people's lives. (AO1) Candidates will include one very limited reason for or one very limited reason against the maintenance of publicly funded arts. (AO2) They may make very limited use of their personal experience or a case study. (AO3) The essay will lack clarity with frequent errors. (AO4)	0-6
	Recommended annotation Intro for introduction W for a way in which art can enrich community life R+ for continued public funding R- against continued public funding Dev for development of points eg for examples AO3 for personal reflection Conc for conclusion.	

Section C: The Social Domain

Answer all parts of the question in this section concerning the influence of political parties.

- 5 a) i) In Source D, briefly outline one interpretation of the word ‘power’ as used in line 1. [3]

Assessment Objectives			
AO1	AO2	AO3	AO4
1	1		1

- a type of power held by a group in a society, such as members of parliament or local councillors, that allows them to control public resources
- political power is sought by political parties to facilitate the introduction of a programme of policies decided prior to an election
- power can be absolute or sometimes shared.

In the assessment of answers, examiners may discover alternatives and suggestions that will require the use of professional judgement in allocating marks. Ticks should be used to indicate where the marks are awarded. Up to **two** marks are available for the interpretation and **one** mark for communication. [2+1AO4=3]

- ii) Identify, with a reason for each, what you consider to be two important personal qualities of a person who might stand for election. [6]

Assessment Objectives			
AO1	AO2	AO3	AO4
3	2		1

The following suggestions are likely to be the most popular qualities identified.

- honesty
- sincerity
- reliability
- integrity
- compassion
- good local knowledge
- fair-minded.

Examiners may reward other qualities that may be suggested by candidates.

The identification of each quality (**Q1**, **Q2**) is awarded **one** mark. To gain up **three** further marks reasons (**R**) and/or examples (**E.g.**) must be offered to support the choices made. For example, two qualities supported by simple reasons would gain 2+2. The extra mark is awarded when the reasoning is of high quality. **One** mark is available for the quality of communication. (2 + 3 +1AO4)

- iii) Outline two consequences of all MPs being unattached to a political party and being guided by their personal views. [6]

Assessment Objectives			
AO1	AO2	AO3	AO4
3	2		1

- elections would be personal popularity contests
- the MPs would be guided solely by their personal opinion
- it would be difficult to keep track of an MP's voting in Parliament and therefore it would be difficult to assess their record of efficiency
- government would become unstable and incoherent with no clear line being followed
- there would be constant conflict and indecision
- it would be impossible to elect a government with a mandate
- it would be hard to assess the performance of the government as every MP is acting as an individual.

For each simple explanation of few words **one** mark may be awarded though an additional mark is available for quality. To gain **two** further marks the explanation will need extension, some elaboration or an example or analogy to confirm full understanding of the phrase. Use **C1, C2** for consequences and **Dev** for development to indicate where the marks are awarded. **One mark** is available for the quality of communication. **(3 + 2 + 1AO4)**

- b) In lines 10 – 15, the author outlines three functions of political parties. Briefly explain, in your own words, what each function involves. [6]

Assessment Objectives			
AO1	AO2	AO3	AO4
3	2		1

- 1 **Frame issues** – they examine and bring to light important aspects of our everyday life that affect everyone, such as education, health, the economy, the environment, defence; they work out strategies and approaches to solving problems, improving situations, and innovating new approaches; they define the choices that dictate our everyday lives.
- 2 **Recruit personnel** for government– they advertise, interview, scrutinise and select candidates for parliamentary seats as well as sourcing and choosing other key workers in research, administration, and support that will maintain the party in good order.
- 3 **Hold government accountable** –if the voters feel that the government has failed to live up to its party's election promises, or display proper standards of competence and integrity, they can vote for an opposition party, and they can question and challenge the government particularly at parliamentary level.

For each simple explanation of a function few words **one** mark may be awarded. To gain further marks the explanation will need extension, some elaboration or an example or analogy to confirm full understanding of the phrase. Use **F1, F2, F3** for functions and **Dev** for development to indicate where the marks are awarded. **(3 + 2 + 1AO4)**.

c) The three main political parties in the UK have used the following logos.



i) Labour



ii) Liberal Democrat



iii) Conservative

Choose two of the logos and identify one feature of each that may have a positive impact on voters.

[9]

Assessment Objectives			
AO1	AO2	AO3	AO4
5	2		2

- i) the rose is seen as a traditional English flower and therefore the impression is one of patriotism; the rose is in full bloom and therefore this may suggest health, prosperity, perfection. (**Labour=red**)
- ii) the bird is angled skywards and is taking flight; the colour is bright and optimistic; this may be seen as starting on a journey, taking flight to a new place. (**Liberal Democrat=yellow**)
- iii) the tree is sturdy, long-lived and gives shelter. It is green and therefore this implies concern for the environment and the well-being of the Nation. (**Conservative=blue**)

To gain **full marks** the explanation will need extending, with some elaboration or an example to confirm the feature. Annotate using **F** for the feature and **Dev** for development to indicate where the marks are awarded. There are **two** marks available for communication. **(4 + 3 + 2AO4)**

Allocate the two marks for AO4 using the following scheme:

2 marks	If the meaning is clear and the text contains very few errors of SPG.
1 mark	If the meaning is partially clear but the text contains frequent errors of SPG.
0 marks	If the meaning is not clear.

Section C Total [30]

Section D: The Social Domain

Answer **one** question from this section.

Answers should be in continuous prose.

- 6 'Leisure activities in the city are far more exciting, and the range is far greater, than in the countryside.'

Explain the extent to which you agree with this view.

[30]

Assessment Objectives			
AO1	AO2	AO3	AO4
8	10	6	6

Indicative content

The **quotation** is concerned with the following themes:

- leisure in the city and the country is different
- city leisure activities are more exciting than those in the countryside
- the range of city leisure activities is greater than those in the countryside.

The **extent** to which a candidate agrees or disagrees should lead to the identification of advantages and disadvantages. Good essays will explore viewpoints in favour and against the proposition and offer a reasoned and balanced response. Some points may appear as being in support or against the quotation; this will depend on the way that the viewpoint is expressed. It is also likely that candidates may examine the viewpoints from the perspective of a young person; this should be accepted. A selection of arguments follows though these are in no way exhaustive.

Possible areas to explore include:

- the variety and choice of type of activity
- access to different types of activity eg retail stores, riding stables
- the quality of facilities
- the appeal to different age groups
- the cost of the activity, costs and availability of transport, exclusivity
- age and social class issues
- influence of weather and season
- active and passive activities
- singular or group activities.

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities show in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

LEVEL	DESCRIPTOR	MARKS
5	There is a very good understanding of leisure in the city and in the country (AO1) that includes appropriate definitions and examples to support the ideas: this may include an analysis of the quotation supported by additional information as to why some pursuits are more popular or less popular than others. Ideas may be positive or negative. There will be a clear coverage of a range of views, as specified (AO2). Candidates may highlight the extent to which they agree or disagree with the quotation using a case study or their experience – the dilemmas faced should be self-evident (AO3). The essay will be communicated clearly and fluently with few errors and a range of vocabulary (AO4).	25-30
4	There is a good understanding of leisure in the city and in the country (AO1); this may include key words from the quotation and some attempt to qualify the statement. This is supported with some additional information or examples that clarify meanings and ideas, though it maybe not quite as balanced as Level 5. The notion of differences in choice and the dilemma this presents will be covered to some extent. (AO2). Candidates may introduce some ideas and examples that highlight their agreement or disagreement with the statement using a case study or their experience (AO3). The essay will be communicated clearly and fluently (AO4).	19-24
3	The essay will be attempted in broader terms with some descriptions being stronger than others (AO1). There is some support from additional information or examples that go some way towards clarity though the essay may be one sided and dismissive, notably in the context of either city or country (AO2). Support and a balanced examination of ideas would be weak and/or sketchy or possible assertive and unfounded (AO3). The essay will be communicated with some clarity though there will be limitations in the quality of language and presentation (AO4).	13-18
2	Only parts of the essay are competently tackled and the descriptions are limited (AO1). Additional information or examples is sparse, ambiguous or incomplete (AO2). Limited ideas concerned with contrasting the wide range of views in respect of types of leisure are evident (AO3). Errors in communication will restrict the understanding of the essay (AO4).	7-12
1	There will be very limited reference to specific leisure activities in the city or country (AO1). The question of extent will be very limited with very little evidence of any argued case (AO2). There will be very limited, if any, reference to personal engagement in leisure (AO3). The level of communication will be poor with frequent errors restricting understanding (AO4).	0-6
	Recommended annotation Intro for introduction C+ for points in favour of leisure in the city C- for points against leisure in the city R+ and R- for points about leisure in the countryside (rural) eg for examples Ass for assessment of extent Dev for development Conc. for conclusion.	

- 7 In UK politics, the Cabinet is made up of the Prime Minister's most trusted colleagues. The principle of collective responsibility underpins the system of Cabinet government, a key feature being that the Cabinet must publicly support all governmental decisions made in Cabinet, even if they do not privately agree with them.

Outline and discuss two strengths and two weaknesses of the Cabinet having a collective responsibility. [30]

Assessment Objectives			
AO1	AO2	AO3	AO4
8	10	6	6

Indicative content

Background

In some countries, the Cabinet collectively decides the government's policy and tactical direction, especially in regard to legislation passed by parliament. Cabinet ministers are appointed from among sitting members of the parliament and remain so while serving in the Cabinet. In most governments, members of the Cabinet are given the title of minister, and each holds a different portfolio of government duties ("Minister for the Environment," etc). In a few governments the title of secretary is also used for some Cabinet members eg Secretary of State for Education etc. The day-to-day role of most cabinet members is to serve as the head of one segment of the national organisation. The size of cabinets varies, although most contain around ten to twenty ministers. Researchers have found an inverse correlation between a country's level of development and cabinet size: on average, the more developed a country is, the smaller is its cabinet.

In the UK, members of the cabinet are collectively responsible for all government policy. All ministers, whether senior and in the cabinet or junior ministers, must publicly support the policy of the government, regardless of any private reservations. Although, in theory, all cabinet decisions are taken collectively by the cabinet, in practice many decisions are delegated to the various sub-committees of the cabinet, which report to the full cabinet on their findings and recommendations. As these recommendations have already been agreed upon by those in the cabinet who hold affected ministerial portfolios, the recommendations are usually agreed to by the full cabinet.

Cabinet deliberations are secret and documents dealt with in cabinet are confidential. Most of the documentation associated with cabinet deliberations will only be publicly released a considerable period after the particular cabinet disbands; for example, thirty years after they were discussed.

The prime minister is the person whom the monarch will ultimately take advice from on the exercise of executive power, which may include the powers to declare war, use nuclear weapons, expel ministers from the cabinet, and to determine their roles in a cabinet reshuffle. This position in relation to the executive power means that, in practice, the prime minister has a high degree of control over the cabinet: any spreading of responsibility for the overall direction of the government has usually been done as a matter of preference by the prime minister.

In considering candidate responses to the question examiners will need to assess a range of the strengths and weaknesses of collective responsibility. These include:

- the need for loyalty in order to promote strong government
- the concentration of the best minds and most able politicians in one group
- increased efficiency of government once a decision is made
- concerns over any threat to democracy from the executive
- the danger of overconcentration of power in one small group
- any incongruence between cabinet and backbench opinions
- increased chance of winning votes of confidence
- strong public image
- only recourse for ministers who disagree is to resign, may end a promising career
- presidential style of leader may foist decisions on cabinet
- dissenters effectively silenced
- resignations can cause damage
- some decisions are exempt eg fox hunting
- 'blind' support does not present a good image.

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities show in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

LEVEL	DESCRIPTOR	MARKS
5	These candidates will show very good understanding of the role of the cabinet. (AO1) Candidates will outline, with a very good discussion, two strengths and two weaknesses of collective responsibility. (AO2). They will draw upon personal experience or examples to clarify their points (AO3). The essay will be communicated clearly and fluently with few errors and a range of vocabulary (AO4).	25-30
4	These candidates will show good understanding of the role of the cabinet. (AO1) Candidates will outline, with a good discussion, two strengths and two weaknesses of collective responsibility. (AO2). They will draw upon personal experience or examples to clarify their points (AO3). The essay will be communicated clearly and fluently (AO4)	19-24
3	These candidates will show adequate understanding of the role of the cabinet. (AO1) Candidates will outline, with some discussion, two strengths and two weaknesses of collective responsibility. (AO2). They will draw upon personal experience or examples to clarify their points (AO3). The essay will be communicated with some clarity though there will be errors in the quality of language and presentation (AO4).	13-18
2	These candidates will show limited understanding of the role of the cabinet. (AO1) Candidates will offer a limited outline of two strengths or two weaknesses of collective responsibility (AO2). They may draw upon personal experience or examples to clarify their points (AO3). The essay will be communicated with limited clarity with frequent errors in the quality of language and presentation (AO4).	7-12
1	These candidates will show very limited understanding of the role of the cabinet. (AO1) Candidates will offer a very limited outline of strengths or weaknesses of collective responsibility. (AO2). They may draw to a very limited extent upon personal experience or examples to clarify their points (AO3). The essay will be communicated with very limited clarity with frequent errors in the quality of language and presentation (AO4).	0-6
	Recommended annotation Intro for introduction Ca1, Ca2.. for points about the cabinet CR+ for strengths of collective responsibility CR- for weaknesses of collective responsibility Dev for development eg for examples Conc. for conclusion.	

8 Should a private health care system be allowed to exist alongside the NHS in the UK?

Outline and discuss two arguments for and two arguments against a private system being allowed to exist. [30]

Assessment Objectives			
AO1	AO2	AO3	AO4
8	10	6	6

Indicative content

Candidates may effectively begin their essay with a comparison between the two systems of public and private healthcare. Though not specifically asked for this is likely to assist them in placing their ideas and thoughts into some sort of perspective.

Background

- Most health care systems involve a mixture of public and private provision. In the National Health Service (NHS), though, the role for private health care is quite different from in private (or mixed) health care systems along several dimensions. In particular, health care is mainly provided publicly and financed by general taxation rather than private insurance payments. Still there exists a private sector alongside the public one in most countries with a NHS.
- An important difference, though, is that patients receive public health care for free, while seeking private health care they often have to cover the costs of the medical treatment by themselves. Another interesting feature of the NHS system is that a substantial share of physicians tend to work in both sectors. For example, in the UK most private medical services are provided by physicians whose main commitment is to the NHS. In the public sector, physicians are on salary, while in the private sector they are self-employed and earn profits from their private practice. Irrespective of the payments, physicians may have some intrinsic preferences for working in a public hospital or at a private clinic. The physician's labour supply is decisive of the amount of public versus private healthcare that will be provided. Patients perceive public and private health care as superior, but prefer to be taken care of by the public sector since this is free at the point of consumption. Patients not served by the public health care sector may instead demand private health care.
- Public care is free and private care costly. The health authority decides whether or not to allow private provision and sets the public sector remuneration. The physicians allocate their time (effort) in the public and (if allowed) in the private sector based on the public wage income and the private sector profits. Allowing physician dual practice "crowds out" public provision, and results in lower overall health care provision. While the health authority can mitigate this effect by offering a higher wage, a ban on dual practice is more efficient if private sector competition is weak, and public and private care are sufficiently close substitutes. On the other hand, if private sector competition is sufficiently hard, a mixed system, with physician dual practice, is always preferable to a pure NHS system.

Why a publicly funded system?

- the view that health care was a **right**, not something bestowed erratically by charity
- initially, in 1948, existing services were in a mess and had to be sorted out
- voluntary hospitals and medicine are unreliable and disorganised
- the desperate need for an emergency medical service
- with public funding and government backing there is a chance to explore a better way of doing things for the benefit of the whole nation and subsequent generations
- no chance of discrimination against anyone due to their income.

Reasons for a totally private system of health

- without an endless budget, the N.H.S. does have to ration care, by deciding, for instance, whether drugs that might add a few months to the life of a terminal cancer patient are worth the money; as private system prevents this from happening as it is self-funding
- hospitals are modern and clean (there is the MRSA issue in the NHS)
- the NHS tends to be bureaucratic whereas the private sector is more streamlined
- its doctors and nurses are overworked.
- the private system carries out tests promptly – sick people do not have to wait for tests or for treatment
- in the NHS waiting times can vary widely from place to place as can treatment (postcode lottery) whereas in the private sector this seldom occurs.

Reasons against a totally private system of health

- a much bigger burden on people with low income; they may not be able to afford certain types of treatment
- if healthcare involves levels of insurance, people may be treated according to the cover they can afford
- as private enterprise is profit-driven there may be short cuts made, and inefficiencies, due to budget considerations
- there may be more serious illnesses and diseases due to people avoiding treatment, or not wishing to claim for fear of affecting their premium costs
- charging policies may differ from place to place, and professionals may set fees according to reputation or success
- competition between doctors and hospitals may lead to cutting corners or inflated costs
- private institutions are under no obligation to treat patients.

Examiners should be prepared to accept a range of answers providing that they are feasible and workable.

LEVEL	DESCRIPTOR	MARKS
5	There is a very good understanding of the merits of private healthcare; the best answers will include reference to the public system as a comparison in services and efficiency and/or desirability (AO1). Two arguments for each side of the case will be clearly developed and supported with reasoned and tangible conclusions drawn (AO2). There will be a range of ideas that may include personal knowledge and experience and a fair sense of debate and enquiry involving the effect on society and individuals (AO3). The essay will be communicated clearly fluently with few errors and a range of vocabulary.	25-30
4	There is a good understanding of the merits of private healthcare with some comparison between both public and private systems (AO1). Two arguments for each case will be evident with some supporting argument and developed ideas, though these may be imbalanced (AO2). Ideas will be introduced that may refer to personal experience and the general effect on society, though not developed in detail (AO3). The essay will be communicated clearly and fluently (AO4).	19-24
3	The essay will be attempted in broader terms with direct reference to the private sector and no clear comparison with a free system (AO1). Arguments will be under-developed and unsupported and the conclusions drawn are less convincing and lacking depth (AO2). There will be imbalance of views, likely one-sided, possibly assertive, speculative, or unfounded (AO3). The essay will be communicated with some clarity though there will be limitations in the quality of language and presentation.	13-18
2	Only parts of the essay are seriously tackled and the facts and definitions are vague and misleading (AO1). Additional information is sparse, misleading or incomplete (AO2). Few ideas that promote different views or opinions are presented, and the question of whether the private system should exist is not considered (AO3). Errors in communication and presentation will restrict any understanding of the essay.	7-12
1	Essays of this level will be incomplete and displaying a restricted understanding of the question and its demands. Typically this may consist of brief, unstructured, unsupported facts or statements.	0-6
	<p>Recommended annotation:</p> <p>Intro for introduction PH for points about private healthcare NHS for reference to the National Health Service F1, F2 for arguments in favour of a private healthcare system A1, A2 for arguments against a private healthcare system Dev for development Eg for examples Conc. for conclusion</p>	

Section D Total [30]

Total Marks [120]

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