

General Studies

Advanced GCE

Unit **F733**: Domain Exploration: Applying Synoptic Skills

Mark Scheme for January 2011

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Guidance for Examiners

Ticks and crosses may be used in **Questions 1, 2, and 3 of Section A** only. **For Question 4 of Section A and all Questions in Section B** use the annotation below. It is essential that your annotations show clearly why marks have been awarded or withheld.

Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
F	indicates a loss of focus in the answer, which often leads to
NAQ	not answering the question
eg	appropriate example
Sp/G/Eng	spelling, grammar and language error; annotate the first half page only
Key	written beside an underlined choice or key phrase
Rubric	rubric infringement
D	description
R	reason
Rep	repetition, often of the question
Ev	evaluation
Res	reference to a source
Q	reference to information given in the question
Sy	identifies a synoptic link made by a candidate

Stages to an essay mark

- read and annotate **fully** the candidate's response, using *either* the generic annotation above *and/or* 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.

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

eg	AO1	good range/depth [very] limited range and relevance
	AO2	competent analysis and evaluation limited analysis and a superficial evaluation only
	AO3	personal experience relevantly adduced Clear evaluation of different types of knowledge
	AO4	fluently written with specialist vocabulary well used Some fluency but many Sp/Eng/G errors

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 AO1, AO2 very perceptive, well integrated AO3 with a wealth of examples. AO4 notably fluent.***

Enter the final mark in a circle.

If bullet points are used where continuous prose is asked for, a maximum of Level 3 is available.

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.

The maximum mark for this paper is 100

Generic mark scheme for questions worth 50 marks**Level 5**

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 	41 – 50
AO2	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluate 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 difference 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 complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of rules and 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 	31- 40
AO2	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluate them competently use evidence to develop reasoned arguments and draw 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 wide range of 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 	21 – 30
AO2	<ul style="list-style-type: none"> undertake some interpretation and analysis of issues and problems and make superficial evaluation use evidence to develop arguments and draw conclusion 	
AO3	<ul style="list-style-type: none"> demonstrate awareness of the difference 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 	11 – 20
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 difference between types of knowledge have 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 of the rules of grammar, punctuation and spelling. 	

Level 1

AO1	<ul style="list-style-type: none"> select, use and integrate some relevant knowledge show a limited understanding of the concepts involved 	0 – 10
AO2	<ul style="list-style-type: none"> demonstrate poor interpretation and analysis of issues problems evaluations recognise arguments and conclusion 	
AO3	<ul style="list-style-type: none"> demonstrate very limited awareness of the differences between types of knowledge have 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 punctuation, and inaccurate spelling. 	

SECTION A

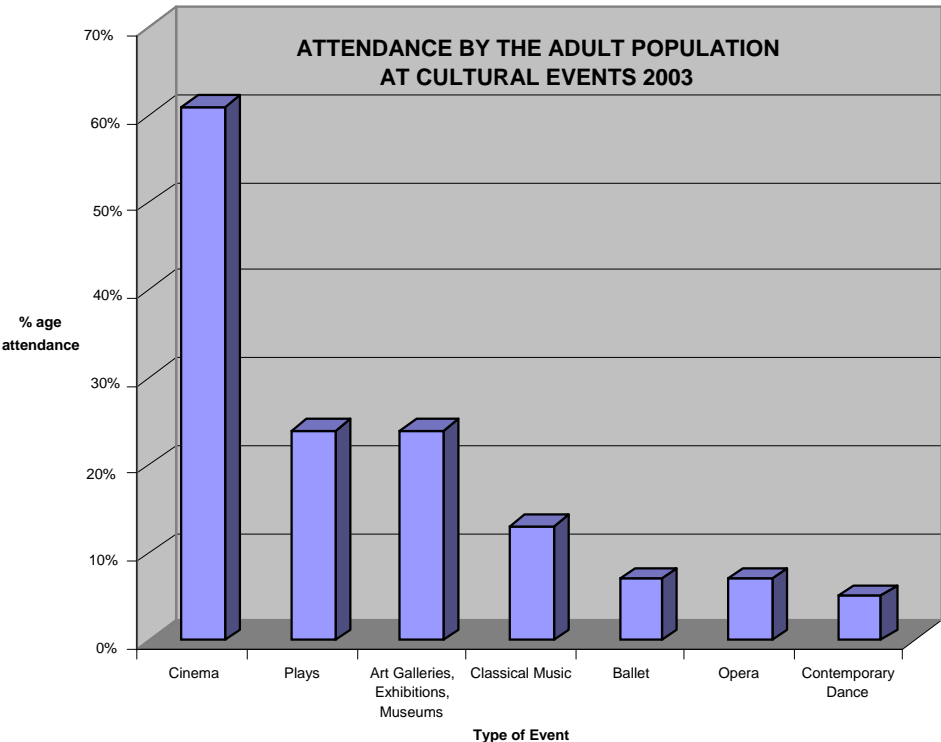
Answer all questions in this section.

Question	Answer	Marks												
1	<p>Read the source material below and answer the question that follows.</p> <p>ALVIN: We need better and more systematic prediction techniques for natural disasters so that we can protect people and property from death and destruction.</p> <p>BERTHA: The President of the United States, for example, said that no one anticipated the breach of the flood defences in New Orleans – but he must know that that can't be true. He is a politician, after all.</p> <p>CARLY: An opinion poll taken at the time showed that 66% of the Louisiana public thought the President was lying, so obviously he was.</p> <p>DWIGHT: But above all we have to face the fact that God was punishing New Orleans for opening five new abortion clinics in the last three years.</p> <p><i>[Adapted from contributions to Internet discussion forums on the subject of Hurricane Katrina, which wrought havoc in New Orleans in 2005].</i></p> <p>In each of the <u>four</u> contributions in the above source material the reasoning is faulty. Identify the fault in <u>each</u> one.</p> <table border="1"> <thead> <tr> <th>QUESTION</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>NB candidates need not identify the technical name for each fallacy so long as they explain why the statement is clearly fallacious.</p> <p>ALVIN: The statement assumes that systematic prediction techniques will confer protection on people and property: this would be possible only if prediction were allied to other measures – eg evacuation of threatened areas. (Begging the question/assuming the answer)</p> <p>BERTHA: The president is a politician: politicians lie: therefore this is a lie. The fact that some politicians lie does not mean that they all do. (False syllogism)</p> <p>CARLY: The fact that two thirds of the population of Louisiana share an opinion does not guarantee its correctness. (Argument ad populum)</p>	QUESTION	AO1	AO2	AO3	AO4	TOTAL	1	2	6	0	2	10	[10]
QUESTION	AO1	AO2	AO3	AO4	TOTAL									
1	2	6	0	2	10									

Question	Answer	Marks						
	<p>DWIGHT: That events or conditions coincide in time mean that and nothing more. (Cum/post hoc ergo propter hoc)</p> <p>Award 2 marks for a correct identification of each fallacy, and 2 marks for a coherent and lucid communication of the answer.</p> <p>AO1/AO2: 2 + 2 + 2 + 2 plus AO4: 2 (10 marks)</p> <p>Allocate the AO4 marks as follows</p> <table border="1" data-bbox="331 607 1273 786"> <tbody> <tr> <td data-bbox="338 607 491 674">2 marks</td> <td data-bbox="499 607 1273 674">If the meaning is clear and the text contains very few errors of SPG.</td> </tr> <tr> <td data-bbox="338 674 491 741">1 mark</td> <td data-bbox="499 674 1273 741">If the meaning is partially clear but the text contains frequent errors of SPG.</td> </tr> <tr> <td data-bbox="338 741 491 786">0 marks</td> <td data-bbox="499 741 1273 786">If the meaning is not clear.</td> </tr> </tbody> </table>	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.	
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0 marks	If the meaning is not clear.							

Question	Answer	Marks												
2	<p>Read the source material below and answer the question that follows.</p> <p>A: I taught in boys' and girls' grammar schools, and the difference was clear. The girls excelled the boys in every way, as well as being much better behaved.</p> <p><i>[from an interview with a retired teacher, 2008]</i></p> <p>B: Girls usually present neater, more readable work than boys, but its appearance is often a great deal more convincing than its actual content.</p> <p><i>[from an opinion poll of Advanced Level Examiners, 2009]</i></p> <p>C: In 2009, 70.5% of girls in their last year of compulsory education achieved five or more GCSE grades A* to C, compared with 63.6% of boys.</p> <p><i>[Office of National Statistics 2009]</i></p> <p>Rank the statements A, B and C in the order of their reliability, and for <u>each</u> statement explain your ranking.</p> <table border="1" data-bbox="331 1043 1273 1122"> <thead> <tr> <th>QUESTION</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>The order of reliability is C – B – A where C is the most reliable and A the least.</p> <p>Indicative content</p> <p>Statement A: is based on the limited experience of one person, and the addition of the comment about behaviour suggests an element of unwitting testimony: because the girls behaved better the teacher may have assessed their work more leniently.</p> <p>Statement B: draws on the opinions of people who see a very wide variety of boys' and girls' examination scripts, so the database is large. That they are experienced also implies that this is a well-informed judgement. But given that this is a subjective impression [unless the work is assessed "double-blind"] it cannot be as reliable as C. The size of the sample population is also a factor.</p> <p>Statement C: is objective, quantified, statistically based and from an independent source. It uses verified information which is in the public domain and thus available to all. Subjective judgement on the difficulty of the examinations leading to these awards is possible, but cannot affect the statistical facts.</p>	QUESTION	AO1	AO2	AO3	AO4	TOTAL	2	2	6	0	2	10	[10]
QUESTION	AO1	AO2	AO3	AO4	TOTAL									
2	2	6	0	2	10									

Question	Answer	Marks						
	<p>Correct order C – B – A 2 marks Allow C – A – B for 1 mark No marks for any other order – identify as rel (reliability) marks</p> <p>Explanation of ordering 2 + 2 + 2 = 6 marks – identify as ord(ordering) marks</p> <p>2 marks for AO4 as follows</p> <table border="1" data-bbox="331 544 1273 719"> <tbody> <tr> <td data-bbox="338 544 507 607">2 marks</td> <td data-bbox="523 544 1267 607">If the meaning is clear and the text contains very few errors of SPG.</td> </tr> <tr> <td data-bbox="338 607 507 678">1 mark</td> <td data-bbox="523 607 1267 678">If the meaning is partially clear but the text contains frequent errors of SPG.</td> </tr> <tr> <td data-bbox="338 678 507 719">0 marks</td> <td data-bbox="523 678 1267 719">If the meaning is not clear.</td> </tr> </tbody> </table>	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.	
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0 marks	If the meaning is not clear.							

Question	Answer	Marks																		
<p>3</p>	<p>The same information about the varying percentages of the adult population of the UK attending cultural events in 2003 is presented below in three different ways.</p> <p>SOURCE A: A table of attendance at cultural events:</p> <table border="1" data-bbox="331 443 1204 884"> <thead> <tr> <th colspan="2">ATTENDANCE BY THE ADULT POPULATION AT CULTURAL EVENTS 2003</th> </tr> <tr> <th>Type of Event</th> <th>% Attendance</th> </tr> </thead> <tbody> <tr> <td>Cinema</td> <td>61</td> </tr> <tr> <td>Plays</td> <td>24</td> </tr> <tr> <td>Art Galleries, Exhibitions, Museums</td> <td>24</td> </tr> <tr> <td>Classical Music</td> <td>13</td> </tr> <tr> <td>Ballet</td> <td>7</td> </tr> <tr> <td>Opera</td> <td>7</td> </tr> <tr> <td>Contemporary Dance</td> <td>5</td> </tr> </tbody> </table> <p>SOURCE B: A bar chart of attendance at cultural events:</p> 	ATTENDANCE BY THE ADULT POPULATION AT CULTURAL EVENTS 2003		Type of Event	% Attendance	Cinema	61	Plays	24	Art Galleries, Exhibitions, Museums	24	Classical Music	13	Ballet	7	Opera	7	Contemporary Dance	5	<p>[10]</p>
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Question	Answer	Marks																		
	<p>SOURCE C: A written report to a meeting of the Arts Council:</p> <p>ATTENDANCE BY THE ADULT POPULATION AT CULTURAL EVENTS 2003</p> <p>The most popular cultural event attended by British adults in 2003 was the cinema, which attracted 61% of the population. Art Galleries, Exhibitions and Museums, taken together, accounted for 24%, as did the theatre. Classical music attracted only half as much as theatre at 13%, but was still nearly twice as popular as opera and ballet. Both of these shared the same attendance at 7%. Bringing up the rear was Contemporary Dance, which attracted only a meagre 5% of its target population.</p> <p>Give one drawback of each method of representing the same data. Explain which method you think is the most effective.</p> <table border="1" data-bbox="331 745 1251 824"> <thead> <tr> <th>QUESTION</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>TOTAL</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>Indicative content</p> <p>Drawbacks:</p> <p>The table gives no visual idea of the comparisons between attendance at leisure pursuits.</p> <p>The bar chart is crowded with information and requires more careful scrutiny than the table, and involves the reader in making some visual estimation; front of bar is lower than back.</p> <p>The written report makes comparisons more difficult – to do so involves mental arithmetic, and there is an implied value-judgement in the use of adjectives like <i>popular</i> and <i>meagre</i>.</p> <p><i>Exceptionally candidates may question the use of percentages rather than actual numbers. This may be credited as three separate drawbacks.</i></p> <p>The most effective method:</p> <p>No marks for selection but reward for justification.</p> <p>Table gives precise data.</p> <p>Bar chart gives numerical and visual information, allows ready comparison.</p> <p>Written report gives accurate information, easy to transmit, available to the reader for use eg in a speech.</p> <p>2 marks for each drawback – identify as Db marks</p> <p>2 marks for justification of choice of most effective method – identify as Ef marks</p> <p style="text-align: center;">CREDIT ANY OTHER VALID POINTS</p> <p>[AO1 + AO2 = 2 + 2 + 2 + 2 = 8 + AO4 2 marks = 10]</p> <p>Allocate AO4 marks as follows</p> <table border="1" data-bbox="331 1854 1273 2024"> <tbody> <tr> <td>2 marks</td> <td>If meaning is clear and text contains very few errors of SPG.</td> </tr> <tr> <td>1 mark</td> <td>If meaning is partially clear but text contains frequent errors of SPG.</td> </tr> <tr> <td>0 marks</td> <td>If meaning is not clear.</td> </tr> </tbody> </table>	QUESTION	AO1	AO2	AO3	AO4	TOTAL	3	2	6	0	2	10	2 marks	If meaning is clear and text contains very few errors of SPG.	1 mark	If meaning is partially clear but text contains frequent errors of SPG.	0 marks	If meaning is not clear.	
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Question	Answer	Marks												
4	<p data-bbox="328 241 1193 309">Read the source material below and answer the question that follows.</p> <p data-bbox="328 342 464 374">Source A</p> <p data-bbox="480 409 1155 441" style="text-align: center;">National Daily Newspaper Circulation, July 2009</p> <table border="1" data-bbox="336 474 1270 616"> <thead> <tr> <th data-bbox="336 474 572 506">Title</th> <th data-bbox="572 474 922 506">Circulation July 2009</th> <th data-bbox="922 474 1270 506">% of adult population</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 506 572 537">The Sun</td> <td data-bbox="572 506 922 537">3, 251,000</td> <td data-bbox="922 506 1270 537">6.37</td> </tr> <tr> <td data-bbox="336 537 572 568">The Daily Mail</td> <td data-bbox="572 537 922 568">1, 712, 000</td> <td data-bbox="922 537 1270 568">3.42</td> </tr> <tr> <td data-bbox="336 568 572 600">The Times</td> <td data-bbox="572 568 922 600">687, 000</td> <td data-bbox="922 568 1270 600">1.37</td> </tr> </tbody> </table> <p data-bbox="328 651 935 683"><i>[Figures from The Audit Bureau of Circulation]</i></p> <p data-bbox="328 719 464 750">Source B</p> <p data-bbox="328 786 1027 817"><i>The Times</i> is read by the people who run the country;</p> <p data-bbox="328 853 1241 884">The <i>Daily Mail</i> is read by the wives of the people who run the country;</p> <p data-bbox="328 920 1299 987"><i>Sun</i> readers don't care who runs the country provided she looks good in a bikini.</p> <p data-bbox="328 1023 1305 1090"><i>[Adapted from A Conflict of Interest, Anthony Jay and Jonathan Lynn, 1987 – a book spin-off from the BBC tv comedy series Yes Prime Minister]</i></p> <p data-bbox="328 1126 1225 1193">What do these sources suggest about the social significance of these newspapers?</p> <p data-bbox="328 1229 584 1261">Indicative content</p> <p data-bbox="328 1296 464 1328">Source A</p> <ul data-bbox="328 1328 1246 1538" style="list-style-type: none"> • the statistics tell us how many copies are sold, but not who buys them • offers no sense of journalistic importance • the biggest seller may have the strongest financial base • suggests that the largest seller has the most importance • suggests The Times has little influence. <p data-bbox="328 1574 464 1606">Source B</p> <ul data-bbox="328 1606 1299 1852" style="list-style-type: none"> • offers value judgements on the readership which is debateable even condescending • contains an element of sexism • suggests that The Times may have influence socially • suggests that The Times is read by the ruling class • suggests The Sun is the newspaper of a mass market • Sun readers buy newspapers for entertainment. <p data-bbox="328 1888 1286 1955">Credit any other valid points, bearing in mind that it is acceptable to credit candidates use of their own knowledge of these newspapers.</p>	Title	Circulation July 2009	% of adult population	The Sun	3, 251,000	6.37	The Daily Mail	1, 712, 000	3.42	The Times	687, 000	1.37	
Title	Circulation July 2009	% of adult population												
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CREDIT ANY OTHER VALID POINTS

Use the levels mark-scheme below to assess answers.

LEVEL 5	Candidates will draw very well-focused conclusions about the readership, relative importance and influence of the three newspapers. They will cover both sources of the question, selecting their evidence from both sources and offering a very wide range of the indicative content. They will make very good and concise analysis and evaluations, and illustrate very well-developed arguments with relevant examples. The answer will be clearly structured and written with facility.	17-20
LEVEL 4	Candidates will draw well-focused conclusions about the readership, relative importance and influence of the three newspapers. They will cover both sources of the question selecting their evidence from both sources and offering a wide range of the indicative content. They will make good analysis and evaluations, and illustrate well-developed arguments with relevant examples. The answer will be structured and clearly written.	13-16
LEVEL 3	Candidates will draw adequate conclusions about the readership, of the three newspapers. They will cover both sources of the question but their coverage may be uneven. They will select their evidence from both sources and offer an adequate range of the indicative content. They will make adequate analysis and evaluations, and may illustrate developed arguments with examples. The answer will intelligibly structured and written.	9-12
LEVEL 2	Candidates will draw limited conclusions about the readership of the three newspapers. They may only cover one source of the question, or, if two are covered, this coverage will be uneven and limited. They may select their evidence from one source, or, if both are used, they will offer a limited range of indicative content. They will make limited analysis and offer simple comment. Examples, if given, may not be apt. The answer will be intelligible but will contain significant errors.	5-8
LEVEL 1	Candidates will draw very limited conclusions about the readership of the three newspapers. They may cover only one source of the question, or, if two are covered, this coverage will be uneven and very limited. They may select their evidence from one source, or, if both are used, they will offer a very limited range of indicative content. They will make very limited analysis and offer very simple comment. Examples, if given, will not be relevant. The answer may be unintelligible in places and will have frequent technical errors.	0-4

An answer drawing on only one source can attract a maximum level 2

Use the standard annotation from page 1.

SECTION B

Answer one question in this section.

Your answer should be in continuous prose.

Question	Answer	Marks															
5	<p>Read the source material below and answer the question that follows.</p> <p><i>The Pimlico Opera group spends 6 weeks a year working inside Her Majesty's Prisons culminating in public performances in which inmates share the stage with professionals. In March 2009, the group produced West Side Story in Wandsworth Prison.</i></p> <p>"I am not sentimental about prisoners: many of them deserve (and need for our sakes) to be inside. But jails are full of emotionally disconnected people, angry and unhappy but without words to defuse it, and often without any vision of the beauties that transform sorrow.</p> <p>A reason for supporting creativity in prison – visual arts, comedy, drama, writing, music – is because the arts offer routes for that expression and vision. Especially if the standard demanded is high and the work hard, as here. It is not light work for prison staff, either: it creates extra duties and cares.</p> <p>But it is worth it. Hearts inside and outside Wandsworth walls are being deeply touched this week: connections made, hopes raised. It does something, too, for us free citizens who are escorted through the many locked gates on such an evening, looking fearfully up at a sliver of moon over the high walls and razor wire. Wasfi Kani, founder of Pimlico Opera, says firmly that outsiders need to be more familiar with prisons, because we (not just the Home Office) own them.</p> <p>We fund them, we vote for those whose policies can dictate whether they are good, rehabilitative places or mere human dustbins to breed more rage and misery".</p> <p><i>[Adapted from an article by Libby Purves in The Times, March 2nd 2009]</i></p> <p>Discuss the arguments presented in the source supporting the role of the arts in prison life. How convinced are you by these arguments?</p> <table border="1" data-bbox="331 1715 1273 1823"> <thead> <tr> <th colspan="5">Assessment Objective balance</th> </tr> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> </tr> </tbody> </table>	Assessment Objective balance					Question	AO1	AO2	AO3	AO4	5	7	25	8	10	[50]
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5	7	25	8	10													

Question	Answer	Marks
	<p>This question involves:</p> <ul style="list-style-type: none"> • evaluation of positive arguments re the arts in prison • consideration/evaluation of countervailing arguments • the drawing of a balanced conclusion. <hr/> <p>Recommended annotation</p> <p>Intro for introduction A+1, A+2, A+ 3.... for arguments for the use of the arts in rehabilitating prisoners A-1, A-2, A-3..... for arguments against the use of the arts in rehabilitating prisoners Dev for development Appropriate marginal annotation of the text using the list on page 1 Conc for conclusion Summative comment using AOs as headings</p> <hr/> <p>Indicative content</p> <p>The potential role of the arts:</p> <ul style="list-style-type: none"> • if crime is caused by “emotional disconnection”, the arts can address this • the arts can unlock the ability to express – and hence deal with – a wide range of emotions • angry criminals can thus diffuse their anger • if high standards are demanded then men without focus can find it • touching hearts, making connections and raising hope are positive and therefore desirable goals • prisoners and staff may meet as equals during arts projects • the public own prisons, and should know what goes on in them • the arts offer a chance for the public to get involved in this • the arts can be a tool for prisons to become rehabilitative places rather than human dustbins to breed more rage and misery. <p>What arguments might opponents of these schemes advance?</p> <ul style="list-style-type: none"> • jail should be an uncomfortable experience • the arts are seen as a luxury, and there should be no luxuries in jail • the primary tasks of prison are to protect society from prisoners and to punish them for their wrongdoing • criminals should not have access to the arts when others are denied it singing and dancing have no place in a prison • to stay out of “human dustbins” criminals should simply go straight • this is one more example of do-gooders out of their depth in the real world and of the soft approach to crime and criminals which is ruining society • and the way in which prisons are becoming too comfortable • talk of “emotionally disconnected” criminals is making in effect excuses for them. 	

Question	Answer	Marks
	<p>Examiner tolerance</p> <p>Examiners may be tolerant in their interpretation of “the arts” to include other more specifically skills based education in prisons eg literacy classes and recreational craftwork.</p> <p>An essay written in bullet points instead of continuous prose should be awarded no higher than level 3. An answer which does not deal with arguments both for and against provision for the arts in prison should be awarded no higher than mid-level 3.</p>	

Levels descriptors

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor.

LEVEL 5	A very good range of arguments both for and against the arts in prison will be assembled and there will be very good analysis and evaluation. Candidates will also use well-developed arguments as well as very well-focused analysis and evaluation to draw a very sound personal conclusion about the arts in prison. The range of knowledge of the arts cited may extend beyond the source and be subjected to well-developed evaluation. The answer will be well-organised, clearly structured and written with facility.	41 - 50
LEVEL 4	A good range of arguments both for and against the arts in prison will be assembled and there will be good analysis and evaluation. Candidates will also use developed arguments, with well-focused analysis and evaluation to draw a sound personal conclusion about the arts in prison. The range of knowledge of the arts cited may extend beyond the source and be subjected to some developed evaluation. The answer will be organised, structured and clearly written.	31 - 40
LEVEL 3	An adequate range of arguments both for and against the arts in prison will be assembled and there will be adequate analysis and evaluation. Candidates will show adequate understanding to develop some focused arguments, analysis and evaluation to draw a conclusion about the arts in prison, although this may be unbalanced. The range of knowledge of the arts cited will not extend beyond the source but this may be subjected to some evaluation. The answer will be structured and clearly written, though there may be errors of punctuation, spelling and grammar.	21 - 30
LEVEL 2	A limited range of arguments both for and against the arts in prison will be assembled and there will be limited analysis and evaluation. Candidates will show a modest understanding to develop partially focused arguments with uneven analysis and evaluation. If a conclusion is drawn about the arts in prison it may be superficial and unbalanced. The range of knowledge cited will not extend beyond the source and there may be some limited and partial evaluation of it. The answer will be intelligible but contain errors of punctuation, spelling and grammar.	11 - 20
LEVEL 1	A very limited range of arguments both for and against the arts in prison will be assembled and there will be very limited analysis and evaluation. Candidates will show restricted understanding. Arguments, analysis and evaluation will all be unfocused and fragmentary. If a conclusion is drawn about the arts in prison it will be superficial and unbalanced. The source may not be understood and it will not be evaluated. The answer may be unintelligible in parts, containing many errors of punctuation, spelling and grammar.	0 - 10

Question	Answer	Marks															
6	<p data-bbox="331 241 1249 342">Assess the benefits and drawbacks that technological developments have brought to society since 1945 in <u>either</u> Crime Detection <u>or</u> Entertainment.</p> <table border="1" data-bbox="331 376 1273 488"> <thead> <tr> <th colspan="5" data-bbox="339 387 1265 409">Assessment Objective balance</th> </tr> <tr> <th data-bbox="339 421 523 454">Question</th> <th data-bbox="531 421 715 454">AO1</th> <th data-bbox="722 421 906 454">AO2</th> <th data-bbox="914 421 1098 454">AO3</th> <th data-bbox="1106 421 1281 454">AO4</th> </tr> </thead> <tbody> <tr> <td data-bbox="339 465 523 488">6</td> <td data-bbox="531 465 715 488">7</td> <td data-bbox="722 465 906 488">25</td> <td data-bbox="914 465 1098 488">8</td> <td data-bbox="1106 465 1281 488">10</td> </tr> </tbody> </table> <p data-bbox="331 521 635 555">This question involves:</p> <ul data-bbox="331 589 1273 757" style="list-style-type: none"> • choosing a topic area – Crime Detection or Entertainment • assessing the benefits of technological progress in this area since 1945 • assessing the drawbacks of technological progress in this area since 1945. <hr/> <p data-bbox="331 801 707 835">Recommended annotation</p> <p data-bbox="331 835 611 869">Intro for introduction</p> <p data-bbox="331 869 898 902">B for the benefits of technological progress</p> <p data-bbox="331 902 938 936">D for the drawbacks of technological progress</p> <p data-bbox="331 936 611 969">Dev for development</p> <p data-bbox="331 969 1201 1003">Appropriate marginal annotation of the text using the list on page 1</p> <p data-bbox="331 1003 603 1037">Conc for conclusion</p> <p data-bbox="331 1037 954 1070">Summative comment using AOs as headings.</p> <hr/> <p data-bbox="331 1104 587 1137">Indicative content</p> <p data-bbox="331 1171 667 1205">Crime and its detection</p> <p data-bbox="331 1238 451 1272">Benefits</p> <ul data-bbox="331 1305 1273 1957" style="list-style-type: none"> • developments in forensic technology have made detective work more secure • fingerprint technology can now detect traces on a wide variety of materials • the use of digital technology in fingerprint comparison saves time and effort • forensic analysis of eg clothing & traces eg pollen, is now very sophisticated. • closed circuit television reduces crime & provides conclusive evidence • speed cameras and speed guns make traffic offences easier to police • DNA-based evidence is for all practical purposes foolproof and can enable unsolved cases to be re-opened and convictions secured • national and international databases enable co-operation between forces • chemical sprays and tazers can control prisoners without damaging them. 	Assessment Objective balance					Question	AO1	AO2	AO3	AO4	6	7	25	8	10	[50]
Assessment Objective balance																	
Question	AO1	AO2	AO3	AO4													
6	7	25	8	10													

Question	Answer	Marks
	<p>Drawbacks</p> <ul style="list-style-type: none"> • technology is not foolproof – fingerprint and other evidence can still be faked • criminals match the police in their use of technology and sometimes outdo them, some forensic evidence pushes the boundaries of technology – is this made clear in court? • CCTV simply moves crime out of range of the cameras • it is an invasion of privacy • it can be seen as part of the slippery slope towards a controlled society • speed cameras and speed guns are sources of income for local authorities • DNA evidence has been seen to be foolproof so far • re-opening old cases leads to double-jeopardy and/or the persecution of criminals the police particularly want to convict • databases are vulnerable to hackers and criminals who may forge data • chemical sprays and tazers can damage vulnerable people permanently. <p>Entertainment</p> <p>Benefits</p> <ul style="list-style-type: none"> • developments in the reproduction of music from analogue to digital • cheap and robust home entertainment systems – tv, radio, film • computerised lighting systems in theatres • film in full colour, 3-D and surround sound • the use of cgi in film and tv • FM and digital radio increase both broadcast quality and choice • computer access to world wide radio and television • international live broadcasting of eg sport and news • access to music and other recorded entertainment via the Internet. <p>Drawbacks</p> <ul style="list-style-type: none"> • more recorded music means less live music • people expect perfection in live performances and are often disappointed • leading to performers miming at “live” concerts • films made to show off technology rather than to tell a story well • cgi enables film and tv directors to “cheat” the public by passing it off as real • continuous changes of technologies is expensive for the consumer • computer access is a mixed blessing as so much material is uncontrolled • news values may be distorted so that stories with good visuals become important 	

Question	Answer	Marks
	<ul style="list-style-type: none"><li data-bbox="338 210 1254 304">accessing entertainment is becoming a solitary home based experience rather than relishing the atmosphere of a live concert or play. <p data-bbox="338 342 608 371">Examiner tolerance</p> <p data-bbox="338 409 1235 472">It is likely that candidates will cite news broadcasting as a form of entertainment. This is acceptable provided the points made are valid.</p> <p data-bbox="338 510 1254 573">An essay written in bullet points instead of continuous prose should be awarded no higher than level 3.</p> <p data-bbox="338 611 1262 674">An essay referring only to benefits or drawbacks should be awarded no higher than mid-level 3.</p> <p data-bbox="338 712 1241 808">The year 1945 was chosen as a convenient historical reference point. Examiners should not be concerned if candidates go further back in time in their comparisons.</p>	

Levels descriptors

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor.

LEVEL 5	Candidates will identify and discuss a very wide range of content from their chosen area. They will show very good understanding of the benefits and dangers of technology applied to daily life. Arguments, analysis and evaluation will be well developed to a sound conclusion. There will be a very good range of examples of relevant technologies, which will be evaluated clearly. The answer will be clearly structured, written with facility and a pleasure to read.	41 - 50
LEVEL 4	Candidates will identify and discuss a wide range of content from their chosen area. They will show good understanding of the benefits and dangers of technology applied to daily life. Arguments, analysis and evaluation will be developed to a secure conclusion. There will be a good range of examples of relevant technologies, which will be evaluated. The answer will be structured and clearly written.	31 - 40
LEVEL 3	Candidates will identify and discuss an adequate range of content from their chosen area. They will show adequate understanding of the benefits and dangers of technology applied to daily life. Arguments, analysis and evaluation will be developed to a conclusion, which may be unbalanced. There will be an adequate range of examples of relevant technologies, some of which will be evaluated. The answer will be intelligibly written but may contain some technical errors.	21 - 30
LEVEL 2	Candidates will identify and discuss a limited range of content from their chosen area. They will show modest understanding of the benefits and dangers of technology applied to daily life. Limited arguments, analysis and evaluation will be partially developed to a conclusion which will lack balance. There will be a limited range of examples of relevant technologies, none of which will be evaluated. The answer will be intelligible in parts but may contain many technical errors.	11 - 20
LEVEL 1	Candidates will identify and discuss a very limited range of content from their chosen area. They will show restricted understanding of the benefits and dangers of technology applied to daily life. Very limited arguments and fragmentary analysis and evaluation will be developed to a restricted conclusion, which will lack balance. There will be a very limited range of examples of relevant technologies, none of which will be evaluated. The answer may be unintelligible in places and will have a fragmentary structure compounded by many errors.	0 - 10

Question	Answer	Marks															
7	<p data-bbox="331 237 1082 271">“Be careful what you wish for, in case it comes true.”</p> <p data-bbox="331 304 810 338"><i>[W.W Jacobs, The Monkey’s Paw]</i></p> <p data-bbox="331 371 1201 405">With this in mind, choose <u>one</u> topic from the ‘wish-list’ below.</p> <ol data-bbox="331 405 1182 573" style="list-style-type: none"> i. an effective method of choosing the sex of children ii. a cheap and 100% effective cure for cancer iii. an effective means of climate control iv. the development of a legal, cheap and completely safe recreational drug. <p data-bbox="331 607 1289 669">Assess the consequences to society (both positive and negative) of this goal being achieved during your lifetime.</p> <table border="1" data-bbox="331 703 1273 808"> <thead> <tr> <th colspan="5">Assessment Objective balance</th> </tr> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> </tr> </tbody> </table> <p data-bbox="331 842 663 875">This question involves:</p> <ul data-bbox="331 909 1259 1010" style="list-style-type: none"> • a choice of a topic from the list in the question the assessment of positive and negative consequences of the realisation of these goals in a society resembling our own. <hr/> <p data-bbox="331 1043 703 1077">Recommended annotation</p> <p data-bbox="331 1077 608 1111">Intro for introduction</p> <p data-bbox="331 1111 1018 1144">P1+, P2+, P3+.... for positive effects of chosen topic</p> <p data-bbox="331 1144 1007 1178">P1-, P2-, P3-.... for negative effects of chosen topic</p> <p data-bbox="331 1178 1201 1211">Appropriate marginal annotation of the text using the list on page 1</p> <p data-bbox="331 1211 600 1245">Conc for conclusion</p> <p data-bbox="331 1245 951 1279">Summative comment using AOs as headings.</p> <hr/> <p data-bbox="331 1312 587 1346">Indicative content</p> <ol data-bbox="331 1379 1134 1413" style="list-style-type: none"> i. an effective method of choosing the sex of children <p data-bbox="331 1447 448 1480">positive</p> <ul data-bbox="331 1480 1299 1827" style="list-style-type: none"> • it would enable better family planning – an extension of what happens already • could lead to a better social balance between the sexes • would enable better parenting, as parents would not resent “another boy” • more families with children of both sexes, leading to better socialisation • inherited diseases/defects which are gender specific could be eradicated • patriarchal societies might evolve more respect for women. <p data-bbox="331 1861 456 1895">negative</p> <ul data-bbox="331 1895 1270 2063" style="list-style-type: none"> • patriarchal cultures no-one would want female children – boys are more valuable • equally, matriarchal sub-cultures would find it useful • or all-girl families might result where it might be easier to exercise patriarchal control 	Assessment Objective balance					Question	AO1	AO2	AO3	AO4	7	7	25	8	10	[50]
Assessment Objective balance																	
Question	AO1	AO2	AO3	AO4													
7	7	25	8	10													

Question	Answer	Marks
	<ul style="list-style-type: none"> • parents might make decisions which they later regretted – children might suffer • parents might not be able to agree on which sex their children should be • would it be voluntary? compulsory? free? private patients only? • these issues could generate social resentment and unrest • to guard against population imbalance an element of state control would be likely • eg parents must have two children, one of either sex • such state control would be intrusive and probably unworkable • as a tool for social engineering the possibilities are limitless. <p>ii. a cheap and 100% effective cure for cancer</p> <p>positive</p> <ul style="list-style-type: none"> • a major cause of death would be eradicated • one which moreover kills people of all ages and both sexes damaging and devastating families • and causing lengthy and painful illnesses which also have a huge impact on the sufferers' families • the benefits to individuals and families would be incalculable • particularly where current treatments are disfiguring [mastectomy] • or have side effects in some way as bad as the disease itself – chemo- & radiotherapy • cancer treatment costs the NHS about 5% of its annual spend • which will increase as the incidence of cancer does – and this is increasing at 1.5 % per year eradication of cancer would enable the re-allocation of these resources. <p>negative</p> <ul style="list-style-type: none"> • we already have a serious age imbalance in the population – this would worsen • this would have serious economic effects [pensions] • and serious social effects [care for the elderly] • the existence of a cure for cancer would remove a major incentive to live healthily • eg smoking could well increase [lung, throat], • as could drinking [stomach, oesophageal, liver] • obesity [implicated as an additional factor in many cancers] • the cost of re-training specialist clinical staff would be enormous • as would the adaptation of cancer-care units for other purposes. <p>iii. an effective means of climate control</p> <p>positive</p> <ul style="list-style-type: none"> • there would be great benefits to agriculture in planting/growing/cropping seasons • extremes of weather – hurricanes, tornados, typhoons – could be avoided • reducing floods and the consequent loss of life and property • the effect on leisure and tourism would be profound – ski resorts could order snow • beach resorts could order fine weather 	

Question	Answer	Marks
	<ul style="list-style-type: none"> • holiday makers would less often be disappointed • global warming could be halted and its projected social, environmental and human costs prevented. <p>negative</p> <ul style="list-style-type: none"> • the needs of agriculture are various and conflicting – eg soft fruit vs broccoli • as are the needs and wishes of the population at large • who would decide what weather would best serve the greatest number? • the needs of leisure and tourism likewise are conflicted eg sailing vs sunbathing • some leisure pursuits can benefit from mixed weather eg cricket • some leisure pursuits can benefit from poor weather eg angling • climate control would extend the powers of the state • life could well become monotonous • and individuals would become less flexible and resourceful • and society would consider less the damage some of its habits do to the world in which we live – a regression to previous carelessness. <p>iv. the development of a legal, cheap and completely safe recreational drug</p> <p>positive</p> <ul style="list-style-type: none"> • legal recreational drugs – alcohol and tobacco – could become obsolete • or be outlawed – as both probably would be if they were marketed as new products today • thus abolishing their health risks and social cost • as well as removing a major cause [in the case of alcohol] of violence, crime, accidents and relationship breakdown • the illegal drugs trade would collapse, reducing international crime • as well as lowering domestic crime rates • and abolishing their health risks, social cost and the linking of drug use to crime • both in terms of possession, use and dealing • and in crimes committed in order to obtain drugs. <p>negative</p> <ul style="list-style-type: none"> • two major sources of tax would have to be levied elsewhere • the alcohol and tobacco industries could collapse • the economy of wine growing areas would be seriously affected • as would areas producing spirits • drug dealers would redouble their efforts to keep their customers • as many people enjoy alcohol for its taste as for its effect – why deprive them? • part of the appeal of illegal drugs is their illicitness – would a legal high be inviting? • the habits of smokers, drinkers and drug users are too ingrained to change 	

Question	Answer	Marks
	<ul style="list-style-type: none"><li data-bbox="328 208 1220 338">• it is unlikely that the manufacture and sale of a such a product would not cause criminal behaviour – eg the manufacture and sale of illegal/cheap/adulterated product sold on the internet, much as Viagra and Cialis are now. <p data-bbox="328 376 603 407">Examiner tolerance</p> <p data-bbox="328 445 1246 510">The parameters of the question are sufficiently wide to allow for a very wide range of approaches from candidates.</p> <p data-bbox="328 548 1225 613">The key criterion must be the extent to which the candidates support their suppositions with credible arguments.</p> <p data-bbox="328 651 1249 716">An essay written in bullet points instead of continuous prose should be awarded no higher than level 3.</p> <p data-bbox="328 754 1257 819">An essay referring only to positives or negatives should be awarded no higher than mid-level 3.</p>	

Levels descriptors

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor.

LEVEL 5	Candidates will identify and discuss a very wide range of content from their chosen areas. They will show very good understanding of the issues arising from the positive and negative effects of these. Well developed arguments, analysis and evaluation will work towards a sound conclusion. There will be a wide range of good examples, which will be evaluated clearly. The very best answers may make fruitful links between their chosen topics. The answer will be clearly structured and written with facility.	41 - 50
LEVEL 4	Candidates will identify and discuss a wide range of content from their chosen areas. They will show good understanding of the issues arising from the positive and negative effects of these. Developed arguments, analysis and evaluation will work towards a secure conclusion. There will be a range of good examples, which will be evaluated clearly. Links between chosen topics may be stated. The answer will be structured and well written.	31 - 40
LEVEL 3	Candidates will identify and discuss an adequate range of content from their chosen areas. They will show adequate understanding of the issues arising from the positive and negative effects of these. Adequate arguments, analysis and evaluation will work towards a conclusion which may lack balance. There will be a range of relevant examples some of which may be evaluated clearly. The answer will be intelligibly written with some technical errors.	21 - 30
LEVEL 2	Candidates will identify and discuss a limited range of content from their chosen areas. They will show modest and partial understanding of the issues arising from the positive and negative effects of these. Limited arguments, analysis and evaluation will work towards an unbalanced and insecure conclusion. There will be a limited range of relevant examples but these will not be evaluated. The answer will be intelligible for the most part but will contain numbers of technical errors.	11 - 20
LEVEL 1	Candidates will identify and discuss a very limited range of content from their chosen areas. They will show restricted understanding of the issues arising from the positive and negative effects of these. Very limited arguments with fragmentary analysis and evaluation will work towards an unbalanced and insecure conclusion. There will be a very limited range of relevant examples. The answer may be unintelligible in places, containing frequent technical errors.	0 - 10

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