

GCE

General Studies

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

Advanced GCE

Mark Scheme for June 2015

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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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Annotations

Annotation	Meaning
	Positive
	Negative
	0 marks for A04
	1 mark for A04
	2 marks for A04
	3 marks for A04
	4 marks for A04
	Incorrect
	Development
	Example / reference
	Evaluation
	Uneven or diminishing focus on the question, perhaps leading to
	Not answering the question
	Point worthy of credit

Subject-specific Marking Instructions

Read and annotate each response using the agreed annotation. Review the annotation and consider where the answer fits into the Levels Mark Scheme.

Summative comments:

A summative comment should be written at the end of each question that is based on the Levels Mark Scheme provided.

Section A:

Questions 1 – 3: use ticks to indicate valid points. These should not exceed the number of marks available for the question. Advice on the awarding of AO4 can be found in the mark scheme for each question.

Section B:

Ticks should be used in the marking of essays ONLY to indicate a point worthy of credit. The use of the **rest of the** agreed annotation will **combine with these to** provide an indication of the level of success.

Candidates are told to write in continuous prose: an answer presented in bullet points can achieve only a maximum Level 3.

Assessment Objectives

There are four assessment objectives:

AO1 Demonstrate Knowledge and Understanding applied to a range of issues, using skills from different disciplines:

- showing an understanding of the subject being examined by including accurate factual information
- including information from a range of sources, from different subject areas
- displaying confidence and clarity in the presentation of facts.

AO2 Analysis and Evaluation by marshalling evidence and drawing conclusions; select, interpret, evaluate and integrate information, data concepts and opinions:

- developing and supporting ideas with additional information that enhances and clarifies their meaning
- introducing examples that are selected to support the knowledge being presented

- discussing the validity of ideas through analysis and evaluation.

AO3 Understanding Knowledge by demonstrating an understanding of different types of knowledge, appreciating their strengths and limitations:

- extending the range of knowledge beyond that which is commonly accepted
- considering alternative, and perhaps, less popular, attractive or plausible viewpoints and offering a different perspective
- including personal experience that might support or refute the knowledge and ideas that are being presented.

AO4 Communication in a clear and accurate way while being concise, logical and relevant:

- writing with fluency and accuracy taking account for the technical rules of language
- producing a response that engages the reader and transmits its meaning without ambiguity
- using a range of relevant language and terminology that is appropriate to the topic.

Note that in Section A of this paper, marks for Communication are allocated and awarded separately. The following tables should be used in the allocation of marks. Further information is included with individual questions:

Communication

Where there are **four marks** for Communication, use the following descriptors:

4 marks	A very clear response making a case with facility, using a range of appropriate expression and without technical errors
3 marks	A clear response that makes the case clearly using good expression and the minimum of errors.
2 marks	Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.
1 mark	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.
0 marks	This is awarded for no response for when the answer is totally incorrect.

Where there are **three marks** for Communication, use the following descriptors:

3 marks	A very clear response making a case with facility, using a range of appropriate expression and without technical errors
2 marks	Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.
1 mark	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.
0 marks	This is awarded for no response for when the answer is totally incorrect.

Where there are **two marks** for Communication, use the following descriptors:

2 marks	A clear response that communicates ideas succinctly and without technical errors.
1 mark	A response that shows a basic understanding but may contain some ambiguity and technical errors.
0 marks	This is awarded for no response for when the answer is totally incorrect.

Guidance for Examiners

It is essential that annotations clearly show why marks have been awarded – your Team Leader will assess your annotation as well as the accuracy of your marking.

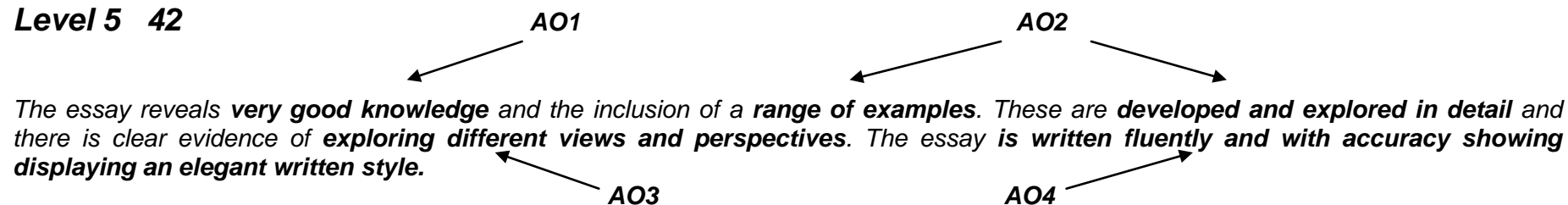
Stages in marking an essay

- read and **fully annotate** the candidate's response using the question specific annotations found above. Annotation should be placed **in the margin**
- **review** your annotation, and then consider in which **level** the answer is located.
- consider its **position within the level** and **allocate a mark**.

Write a full summative comment to support the marking decision.

The comment must address the main requirements of the question and reveal how well the candidate has tackled these, for example an answer placed in the highest level might receive a comment such as :

Level 5 42



- Comments must be made **in addition** to the **AO statements** but **NOT** instead of them.
- Comments should always be **positive and specific** and they must **match the mark and level** which is being awarded
- Comments must be considered **after close reference to the level descriptor** for each individual question.

A weaker answer might receive a comment such as:

Level 2 15

*The essay displays **limited knowledge** of the topic and fails to engage with the subject matter. There is **limited explanation and development of ideas and few examples are offered**. The essay is quite assertive **and needs to explore a range of ideas or alternatives**. Weaknesses in expression **hamper the overall clarity**.*

The diagram shows four annotations with arrows pointing to specific parts of the text:

- AO1** points to the phrase "limited knowledge".
- AO2** points to the phrase "limited explanation and development of ideas and few examples are offered".
- AO3** points to the phrase "and needs to explore a range of ideas or alternatives".
- AO4** points to the phrase "Weaknesses in expression hamper the overall clarity".

Summary

All summative comments must include:

- some reference to the extent and quality of the candidate's knowledge (**AO1**)
- an acknowledgement of how far the knowledge is understood, developed and interpreted with the use of examples (**AO2**)
- how far there has been an examination of different viewpoints and perspectives that challenge the question or knowledge (**AO3**)
- a judgement of the quality and clarity of the essay (**AO4**).

Question	Answer	Marks	Guidance												
1	<p>This question involves recognising the value of three differing professional skills to a disaster relief operation. Candidates are required to justify their reasons.</p> <p>Indicative content</p> <p>The valuable skills of these professionals are:</p> <p>Doctor:</p> <ul style="list-style-type: none"> • victims of a disaster have two kinds of medical needs: • Many will be injured and require immediate emergency surgery. They and others will also be particularly vulnerable in its aftermath to water-borne infections, poor nutrition and exposure. • Preventive medication, inoculations and medical supervision – particularly of children and the elderly will be needed in the longer term; <p>Demolition Engineer:</p> <ul style="list-style-type: none"> • demolition engineers will assess the viability of remaining buildings and infrastructure [roads, bridges, dams] to assess if they can be repaired or need to be demolished and rebuilt. • they can then assess the safest way of conserving repairable infrastructure or arrange for its safe demolition, the retention of any recyclable material, and the clearing of the site; 	10	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1308 309 2085 379"> <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>Annotation</p> <ul style="list-style-type: none"> • recognise a justified skill with a ✓ • recognise appropriate development with DEV • add the appropriate AO4 annotation from the annotations table. <p>The marks awarded for AO1/AO2 must match the number of annotations – tick and dev</p> <p>7 – 8 marks</p> <p>A very good, very well detailed description of three contributions</p> <p>5 – 6 marks</p> <p>A good, well detailed description of three contributions</p> <p>3 – 4 marks</p> <p>An adequate, adequately detailed description which may refer to two or three contributions</p> <p>1 – 2 marks</p> <p>A limited description in limited detail which may refer to one or two contributions</p>	Question	AO1	AO2	AO3	AO4	Total	1	2	6	0	2	10
Question	AO1	AO2	AO3	AO4	Total										
1	2	6	0	2	10										

Question	Answer	Marks	Guidance						
	<p>Accountant:</p> <ul style="list-style-type: none"> • a relief operation will receive substantial funds from international organisations, foreign governments, aid organisations and private individuals. • An accountant will help to ensure that these funds are properly disbursed, administered and accounted for, and a secure audit trail created to show their correct usage. • This support is particularly necessary in countries where governments and their administrations are thought to be unstable or corrupt. 		<p>Communication (AO4)</p> <table border="1" data-bbox="1308 363 2040 603"> <tr> <td data-bbox="1308 363 1458 432">2 marks</td> <td data-bbox="1458 363 2040 432">A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td data-bbox="1308 432 1458 536">1 mark</td> <td data-bbox="1458 432 2040 536">A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td data-bbox="1308 536 1458 603">0 marks</td> <td data-bbox="1458 536 2040 603">This is awarded for no response or for when the answer is totally incorrect.</td> </tr> </table> <p>The mark for AO4 must not exceed the mark for content.</p> <p style="text-align: center;">8 + 2 AO4 = 10</p>	2 marks	A clear response that communicates ideas succinctly and without technical errors.	1 mark	A response that shows a basic understanding but may contain some ambiguity and technical errors.	0 marks	This is awarded for no response or for when the answer is totally incorrect.
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Question	Answer	Marks	Guidance												
2	<p>This question involves recognising that positive or well-intentioned proposals may have negative or unintended consequences and providing brief details of these in each of the three domains.</p> <p>Indicative content:</p> <p>Scientific domain:</p> <ul style="list-style-type: none"> • if animals cannot be used in research, the development of new drugs, new energy sources and GM foods would be slowed or may stop; • this would be particularly felt in medicine – e.g. where animal body parts are used in surgery • the awarding of higher degrees [e.g. PhDs] often depends on animal based research - such awards could slow or stop in some areas • the end of the selective breeding of animals; <p>Social domain:</p> <ul style="list-style-type: none"> • a negative effect on the farming, dairy and fishing industries leading to large scale unemployment in these areas; • large scale unemployment in the retail sectors associated with these industries; • for example slaughtering, meat processing, preservation and canning, transport, supermarkets, bakery and confectionery, catering and restaurants • damage to communities based on all these enterprises; 	10	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1308 325 2085 395"> <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>Annotation</p> <ul style="list-style-type: none"> • recognise correct or acceptable points with a ✓ • recognise appropriate development with a DEV • add the appropriate AO4 annotation from the annotations table. <p>The marks awarded for AO1/AO2 must match the number of annotations – tick and dev</p> <p>Content</p> <p>7–8 marks A well-developed outline covering all three domains.</p> <p>5-6 marks A developed outline covering all three domains.</p> <p>3-4 marks An adequate outline which may cover only two domains.</p> <p>1-2 marks A limited outline which may refer to only one domain.</p>	Question	AO1	AO2	AO3	AO4	Total	2	2	6	0	2	10
Question	AO1	AO2	AO3	AO4	Total										
2	2	6	0	2	10										

Question	Answer	Marks	Guidance						
	<p>Cultural domain:</p> <ul style="list-style-type: none"> • the end of sports and games involving animals - angling, beagling, game-shooting, greyhound-racing, hare-coursing, horse-racing, pigeon-fancying, polo, and show-jumping; • the possible prohibition of the keeping of pets; • restrictions on the use of working animals – guide dogs, guard dogs, police horses and dogs; • the probable imposition of a vegan diet on society; • religious unrest caused by the outlawing of halal and kosher practices 		<p>Communication (AO4)</p> <table border="1" data-bbox="1310 363 2040 603"> <tr> <td data-bbox="1310 363 1458 432">2 marks</td> <td data-bbox="1458 363 2040 432">A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td data-bbox="1310 432 1458 533">1 mark</td> <td data-bbox="1458 432 2040 533">A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td data-bbox="1310 533 1458 603">0 marks</td> <td data-bbox="1458 533 2040 603">This is awarded for no response for when the answer is totally incorrect.</td> </tr> </table> <p>The mark for AO4 must not exceed the mark for content.</p> <p>8 + 2 AO4 = 10</p>	2 marks	A clear response that communicates ideas succinctly and without technical errors.	1 mark	A response that shows a basic understanding but may contain some ambiguity and technical errors.	0 marks	This is awarded for no response for when the answer is totally incorrect.
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Question	Answer	Marks	Guidance												
3	<p>This question involves identifying three examples of flawed logic and describing the nature of the flaws.</p> <p>Indicative content</p> <p>Sentence 1:</p> <ul style="list-style-type: none"> that a film director has made many successful films does not mean that he could not make a bad one or that the quality of films can be judged by the amount of money that they make. <p>Sentence 2:</p> <ul style="list-style-type: none"> that the popularity of a film is not a guide to its quality we should not expect a popular film to be bad merely because it is popular. <p>Sentence 3:</p> <ul style="list-style-type: none"> the victory of <i>Shakespeare in Love</i> may have been due in part to clever publicity, but it stretches credulity to suggest that this was the only reason for its winning one disputed or anomalous result of the Oscars [or indeed any competition] does not mean that the contest never has anything to do with quality. 	10	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1308 328 2085 400"> <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>Annotation</p> <ul style="list-style-type: none"> recognise correct or acceptable points with a ✓ recognise appropriate development with a DEV add the appropriate AO4 annotation from the annotations table. <p>The marks awarded for AO1/AO2 must match the number of annotations – tick and dev</p> <p>Content (AO1/AO2):</p> <p>7–8 marks A well-developed outline covering all three false assumptions.</p> <p>5-6 marks A developed outline covering all three false assumptions.</p> <p>3-4 marks An adequate outline which may cover only two false assumptions.</p> <p>1-2 marks A limited outline which may cover only one false assumption.</p>	Question	AO1	AO2	AO3	AO4	Total	3	2	6	0	2	10
Question	AO1	AO2	AO3	AO4	Total										
3	2	6	0	2	10										

Question	Answer	Marks	Guidance						
			<p data-bbox="1308 261 1621 293">Communication (AO4)</p> <table border="1" data-bbox="1308 352 2040 592"> <tbody> <tr> <td data-bbox="1308 352 1458 421">2 marks</td> <td data-bbox="1458 352 2040 421">A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td data-bbox="1308 421 1458 523">1 mark</td> <td data-bbox="1458 421 2040 523">A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td data-bbox="1308 523 1458 592">0 marks</td> <td data-bbox="1458 523 2040 592">This is awarded for no response for when the answer is totally incorrect.</td> </tr> </tbody> </table> <p data-bbox="1308 624 2040 687">The mark for AO4 must not exceed the mark for content.</p>	2 marks	A clear response that communicates ideas succinctly and without technical errors.	1 mark	A response that shows a basic understanding but may contain some ambiguity and technical errors.	0 marks	This is awarded for no response for when the answer is totally incorrect.
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Question	Answer	Marks	Guidance																	
4	<p>This question involves mustering focused counter arguments to a series of propositions all on one side of an argument concerning Reality TV.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • real life is often vulgar and shoddy – why should not television reflect this? • all celebrities are pseudo – identifying someone as a “pseudo celebrity” is not a distinction worth making • that the audience perceives cruelty does not mean that participants feel cruelly treated, or actually are • Reality TV is a reflection of popular taste • nobody is compelled to appear in reality TV programmes just as nobody is compelled to watch them • and there is no expectation that we watch them to mock the participants • the comparison of them with lunatics is patronising; • the mental health of participants is vetted as part of the selection process • people are no longer willing to accept only what broadcasters think is good for them • it is intrinsically fascinating to see how people speak and behave in unusual situations • it teaches us something about human nature and so broadens our experience • if we believe in freedom and free speech, then we have to accept reality TV as an expression of popular and democratic taste; • the broadcasters of such shows have to abide by the same standards as other programme makers. 	20	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1308 325 2085 397"> <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>4</td> <td>7</td> <td>7</td> <td>2</td> <td>4</td> <td>20</td> </tr> </tbody> </table> <p>Level 4 (13–16 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a very wide range of counter-arguments which are closely focused on FOUR propositions in the source and which refute them very convincingly • very good analysis and evaluation with very good use of examples. <p>Level 3 (9–12 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a wide range of counter-arguments which are securely focused on FOUR propositions in the source and which refute them convincingly • good analysis and evaluation with good use of examples. <p>Level 2 (5–8 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • an adequate range of counter-arguments which may be focused on TWO, THREE or FOUR of the propositions in the source and which refute them fairly convincingly • adequate analysis and evaluation with adequate use of examples. 						Question	AO1	AO2	AO3	AO4	Total	4	7	7	2	4	20
Question	AO1	AO2	AO3	AO4	Total															
4	7	7	2	4	20															

Question	Answer	Marks	Guidance										
			<p>Level 1 (0–4 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a limited range of counter-arguments which are focused loosely on ONE, TWO, THREE OR FOUR propositions in the source and which may contradict them to a limited extent • limited analysis and evaluation with limited use of examples <table border="1" data-bbox="1310 651 2085 1193"> <tr> <td data-bbox="1310 651 1458 754">4 marks</td> <td data-bbox="1458 651 2085 754">A very clear response making a case with facility, using a range of appropriate expression and without technical errors</td> </tr> <tr> <td data-bbox="1310 754 1458 858">3 marks</td> <td data-bbox="1458 754 2085 858">A clear response that makes the case clearly using good expression and the minimum of errors.</td> </tr> <tr> <td data-bbox="1310 858 1458 994">2 marks</td> <td data-bbox="1458 858 2085 994">Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.</td> </tr> <tr> <td data-bbox="1310 994 1458 1098">1 mark</td> <td data-bbox="1458 994 2085 1098">The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.</td> </tr> <tr> <td data-bbox="1310 1098 1458 1193">0 marks</td> <td data-bbox="1458 1098 2085 1193">This is awarded for no response for when the answer is totally incorrect.</td> </tr> </table>	4 marks	A very clear response making a case with facility, using a range of appropriate expression and without technical errors	3 marks	A clear response that makes the case clearly using good expression and the minimum of errors.	2 marks	Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.	1 mark	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.	0 marks	This is awarded for no response for when the answer is totally incorrect.
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SECTION B

Question	Answer	Marks	Guidance												
5	<p>The question involves evaluating the notion that the arts should offer commentary on social and political issues.</p> <p>Indicative content</p> <p>The following generic points, suitably exemplified, developed and evaluated, will serve as a basis for a successful answer. A range of examples drawn from the arts is given at the end of the bullet points as an indicator of the kind of material candidates may use:</p> <ul style="list-style-type: none"> • all culture takes place in a social and hence political context • it will therefore respond to and/or reflect this context in some way • the political process has as much to do with the social and cultural atmosphere of society as it does with the proceedings of parliament and the cabinet • far more public attention is paid to popular culture than to politics and politicians • performers who have a political message have greater access to a wide range of public attention than do politicians • popular entertainers often appear on political forums such as <i>Question Time</i> or <i>Newsnight</i> • this is by virtue of the public profile they have acquired through their cultural work • popular culture itself often promotes a social and hence political message • this message may be overt or covert • although this message may be simple – even simplistic – this means that it can be understood easily • and may well stimulate further thought on the subject • this may lead to changed minds and hence to changed votes. 	50	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1391 344 2085 416"> <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>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p>Level 5 (41–50 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a very good knowledge of two art forms and of ways in which they may offer social and political comment [AO1] • a very good evaluation of how credible and effective such comment may be [AO2] • effective and extensive consideration of a range of viewpoints including the appropriate use of personal experience [AO3]. • clear and fluent communication with a range of vocabulary [AO4]. <p>Level 4 (31–40 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a good knowledge of two art forms and of ways in which they may offer social and political comment [AO1] • a good evaluation of how credible and effective such comment may be [AO2] • effective consideration of a range of viewpoints including the appropriate use of personal experience [AO3]. • clear and coherent communication[AO4]. 	Question	AO1	AO2	AO3	AO4	Total	5	7	25	8	10	50
Question	AO1	AO2	AO3	AO4	Total										
5	7	25	8	10	50										

Question	Answer	Marks	Guidance
	<p><i>Examples:</i></p> <ul style="list-style-type: none"> • TV – <i>Blackadder goes forth</i>– a subversive view of World War I? • Film – <i>Downfall</i> – a view of the last days of Hitler • Theatre – <i>The History Boys</i> – the Thatcher years recycled as a parable about education • Arthur Miller’s <i>The Crucible</i> • Music – the punk movement of the 1980s, <i>The Stone Roses</i> or <i>Live Aid</i> • Novel – the <i>Harry Potter</i> saga parallels political developments of the 1990s and 2000s • Art: political poster art – e.g. the Saatchi posters for the Tory party • Journalism – <i>Private Eye</i> • Sculpture: the work of Antony Gormley 		<p>Level 3 (21–30 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • an adequate knowledge of two art forms and of ways in which they may offer social and political comment [AO1] • an adequate evaluation of how credible and effective such comment may be [AO2] • adequate consideration of a range of viewpoints including the appropriate use of personal experience [AO3]. • generally clear communication although there may be some errors in quality of language and presentation [AO4]. <p>Level 2 (11–20 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a limited knowledge of two art forms and of ways in which they may offer social and political comment [AO1] • a limited evaluation of how credible and effective such comment may be [AO2] • limited consideration of differing viewpoints which may include the appropriate use of personal experience [AO3]. • limited clarity and/or coherence in the presentation of ideas [AO4].

Question			Answer	Marks	Guidance
					<p>Level 1 (0–10 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a restricted knowledge of two art forms and of ways in which they may offer social and political comment [AO1] • a restricted evaluation of how credible and effective such comment may be [AO2] • restricted consideration of differing viewpoints [AO3]. • a lack of clarity in presentation [AO4]. <p>Candidates who deal with only one art form can be awarded no higher than the middle of level three.</p>

Question	Answer	Marks	Guidance																	
6	<p>The question involves the evaluation of three of the key questions posed by religious belief and of how they are visible in the way in which people live.</p> <p>Indicative content</p> <p>The source</p> <ul style="list-style-type: none"> • religion starts out by posing questions central to human existence • the answers to which can form a basis for the way in which a life is lived • these questions concern • the nature of existence [who am I?] • the purpose of existence [why am I here?] • the nature of society [how then shall I live?] • these questions, honestly and clearly answered, can form a basis on which communities base ethics, laws and morals • as well as charitable and beneficial organisations. <p>The source's reflection in society</p> <p>Who am I?</p> <ul style="list-style-type: none"> • people define themselves in terms of family, social class, race and culture • all of these definitions are partial answers to the question "who am I"? • further, people also define themselves broadly as theists, agnostics and atheists • such definitions involve further self-definition in terms of the possession of a soul [in the case of theists] 	50	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1384 276 2089 347"> <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>6</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p>Level 5 (41–50 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a very good knowledge of the impact of these three questions on society and the way people live in it [AO1] • a very good evaluation of how thoughtful consideration of these questions can lead to social development in terms of ethics and laws and the values people live by [AO2] • effective and extensive consideration of a range of viewpoints including the appropriate use of personal experience [AO3]. • clear and fluent communication with a range of vocabulary [AO4]. <p>Level 4 (31–40 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a good knowledge of the impact of these three questions on society and the way people live in it [AO1] • a good evaluation of how thoughtful consideration of these questions can lead to social development in terms of ethics and laws and the values people live by [AO2] • effective consideration of a range of viewpoints including the appropriate use of personal experience [AO3]. • clear and coherent communication[AO4]. 						Question	AO1	AO2	AO3	AO4	Total	6	7	25	8	10	50
Question	AO1	AO2	AO3	AO4	Total															
6	7	25	8	10	50															

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • or an indwelling spirit [in the case of atheists or agnostics] which is somehow separate from the body but will not survive its death • this is reflected in rituals – religious, social and cultural – centred on birth, marriage, death, • and also in customs associated with the attainment of various ages and the legal privileges associated with them – 16, 18, 21, 60, 65 – as well as notional personal development • it may be said that all of these customs and ideas are aimed at refining a definition of who we are and what we mean • and this applies to everyone, not just those who profess religious belief <p>Why am I here?</p> <ul style="list-style-type: none"> • the earth and the observable universe in which we live has no ostensible purpose • and from one point of view neither does human existence • but human needs – food, warmth, sex, society, provide a framework which can serve as purpose • we may know with a part of our minds that our life has no purpose • but very few of us live our lives as if that were the case • we set ourselves goals and ideals and work hard to achieve them • and define ourselves as successes or failures in the light of the extent to which we achieve them • in other words, whilst we are unable satisfactorily to answer the question we sidestep it by asking ourselves another question framed in terms of the kind of life we find ourselves leading 		<p>Level 3 (21–30 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • an adequate knowledge of the impact of these three questions on society and the way people live in it [AO1] • an adequate evaluation of how thoughtful consideration of these questions can lead to social development in terms of ethics and laws and the values people live by [AO2] • adequate consideration of a range of viewpoints including the appropriate use of personal experience [AO3]. • generally clear communication although there may be some errors in quality of language and presentation [AO4]. <p>Level 2 (11–20 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a limited knowledge of the impact of these three questions on society and the way people live in it [AO1] • a limited evaluation of how thoughtful consideration of these questions can lead to social development in terms of ethics and laws and the values people live by [AO2] • limited consideration of differing viewpoints which may include the appropriate use of personal experience [AO3]. • limited clarity and/or coherence in the presentation of ideas [AO4].

Question	Answer	Marks	Guidance
	<p>How then should I live?</p> <ul style="list-style-type: none"> • in answering the first two questions we can attain a level of self-awareness which includes the realisation that everyone is entitled to the same kind of opportunities in life we expect for ourselves • and that realisation is ultimately the basis of our ethics, morals and laws • and our civilisation has evolved on the basis that we are both individuals and members of a larger body we call society • our world view is probably conditioned by where we locate ourselves on the continuum that lies between “No man is an island” [John Donne] and “There is no such thing as society” [Margaret Thatcher] • moreover the decay of religious belief and observance has not resulted in the abandonment of the ethics and morals that such beliefs taught • for example, UK citizens give £10 billion a year to charity • and many people give time and effort to helping others with no thought of reward • and many are also ready to recognise and admit to the selfishness and greed which can often drive ambition <p>Conclusion:</p> <ul style="list-style-type: none"> • whilst Sachs’s questions are in themselves unanswerable, thinking about them stimulates reflection on our relationship with the universe [and by extension with the notion of eternity], the human race [and how they, and we, deserve to be treated] and our society [and how it should behave] both nationally and locally • they can provide a basis both for religious belief and a humanist approach to life that discounts the supernatural altogether 		<p>Level 1 (0–10 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a restricted knowledge of the impact of these three questions on society and the way people live in it [AO1] • restricted evaluation of how thoughtful consideration of these questions can lead to social development in terms of ethics and laws and the values people live by [AO2] • restricted consideration of differing viewpoints [AO3]. • a lack of clarity in presentation [AO4]. <p>An answer which considers only two of the questions in the source can attain a maximum mark of top Level Three.</p> <p>An answer which considers only one of the questions in the source can attain a maximum mark of top Level Two.</p>

Question	Answer	Marks	Guidance												
7	<p>The question involves identifying issues of law, professional ethics and morals in the case study and evaluating their relative importance.</p> <p>Indicative content</p> <p>Legal issues</p> <ul style="list-style-type: none"> • PT informed CP of his intention to commit suicide, and CP did nothing about this intention; • CP knowingly supplied PT with the means to commit suicide; • CP knowingly supplied PT with the necessary information for him to commit suicide; • CP is therefore guilty of assisting a suicide which is a criminal offence <p>Professional ethics issues</p> <ul style="list-style-type: none"> • CP flouted medical ethics by knowingly assisting a suicide • and did nothing to prevent this, although when PT telephoned her two days before his death she must have realised what he was about to do • it seems likely that CP will not only conceal her actions over PT but also repeat it should a similar situation arise with another patient • it seems likely that CP allowed her close relationship with PT to cloud her judgement which is a further transgression over her medical ethics 	50	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1391 320 2085 392"> <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>7</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p>Level 5 (41–50 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a very good understanding of a very wide range of the legal, professional and moral issues raised by the case study [AO1] • a very good analysis and evaluation of the legal, professional and moral issues raised by the case study [AO2] • effective and extensive consideration of a range of viewpoints including the appropriate use of personal experience [AO3]. • clear and fluent communication with a range of vocabulary [AO4]. <p>Level 4 (31–40 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a good understanding of a range of the legal, professional and moral issues raised by the case study [AO1] • a good analysis and evaluation of the legal, professional and moral issues raised by the case study [AO2] • effective consideration of a range of viewpoints including the appropriate use of personal experience [AO3]. • clear and coherent communication [AO4] 	Question	AO1	AO2	AO3	AO4	Total	7	7	25	8	10	50
Question	AO1	AO2	AO3	AO4	Total										
7	7	25	8	10	50										

Question	Answer	Marks	Guidance
	<p>Moral issues</p> <ul style="list-style-type: none"> • PT was perfectly entitled to refuse treatment knowing that was a decision which would cause his early death • PT was also entitled to make the decision to end his own life • although all the world's major religions, as well as many humanists, would say that he was wrong to decide this; • but he was not entitled effectively to coerce his doctor into helping him, in particular • asking for the barbiturate prescription • obtaining information about the fatal dose • and effectively telling CP that he was about to kill himself by telephoning to say goodbye • PT's waiting for two days after saying goodbye could have a cry for help, which CP, and PT's, friends all ignored. • all of which effectively enrolled her as his accomplice • CP, however, was perfectly entitled to refuse to assist PT in this way • it is however speculative to say that PT coerced her • from which we may infer that she had sound reasons of her own for setting aside her medical ethics • these could have included • shared humanism • compassion for a dying man about to face avoidable pain and indignity • but adhering to a professional ethical code is not optional • and should not be over-ridden by personal feelings • and if CP feels the law on assisted suicide is wrong then there are better means of changing the law than breaking it in secret. 		<p>Level 3 (21–30 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • an adequate understanding of An adequate range of the legal, professional and moral issues raised by the case study [AO1] • an adequate analysis and evaluation of the legal, professional and moral issues raised by the case study [AO2] • adequate consideration of a range of viewpoints including the appropriate use of personal experience [AO3]. • generally clear communication although there may be some errors in quality of language and presentation [AO4]. <p>Level 2 (11–20 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a limited understanding of a limited range of the legal, professional and moral issues raised by the case study [AO1] • a limited analysis and evaluation of the legal, professional and moral issues raised by the case study [AO2] • limited consideration of differing viewpoints which may include the appropriate use of personal experience [AO3]. • limited clarity and/or coherence in the presentation of ideas [AO4].

Question	Answer	Marks	Guidance
	<p>Evaluation</p> <p>Candidates may make any conclusion they choose, but may refer to the following points to support their views:</p> <p>Legal issues</p> <ul style="list-style-type: none"> • many feel the law on assisted suicide is wrong • many feel that many issues surrounding the end of life – particularly when death is inevitable or life has become not worth living – need clarification • and that a change in the law is needed • a point highlighted by CP's actions. <p>Ethical issues</p> <ul style="list-style-type: none"> • when professional ethics transgress what many see as common sense and common humanity, then it is time to re-examine them • CP may feel that she acted for the greater good, and many would agree that she did • many would feel that she should not have had to endanger herself professionally in order to do what she saw as the right thing for a patient • in the end it depends on whether ethics are seen as absolute or situational. <p>Moral issues</p> <ul style="list-style-type: none"> • this is an issue which many would see as a clash between personal morality and public legal and ethical standards • many would see it as a judgement impossible to make unless they had been in a similar situation to CP or PT. 		<p>Level 1 (0–10 Marks)</p> <p>Expect to see</p> <ul style="list-style-type: none"> • a restricted understanding of a restricted range of the legal, professional and moral issues raised by the case study [AO1] • a restricted analysis and evaluation of the legal, professional and moral issues raised by the case study [AO2] • restricted consideration of differing viewpoints [AO3]. • a lack of clarity in presentation [AO4]. <p>An answer which considers issues in only two areas of the case study can attain a maximum mark of top Level Three.</p> <p>An answer which considers issues in only one area of the case study can attain a maximum mark of top Level Two.</p>

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. 	

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