Support Materials

AS/A Level General Studies (H079/H479):

Teachers' Guide

Contents

1 Introduction

The new structure of assessment at Advanced level has been introduced for teaching from September 2008. The specifications are designed to provide candidates with an introduction to General Studies.

It is important to make the point that the Teacher Support play a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this teacher support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

OCR recognises that the teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Teachers' Guide is offered as guidance but will be subject to modifications by the individual teacher.

2　Unit F731: The Cultural and Social Domains

Social Domain Lesson Plan

Question:
Outline and discuss five factors which might influence the way people vote during a General Election.

Target Content:
What is a General Election?

Aim

To gain an overview of the UK Electoral System	
Objective 1	To become familiar with terms and vocabulary.
Objective 2	To understand the different kinds of election.
Objective 3	To acquire an overview of different kinds of electoral system.

Resources

- Glossary of terms related to elections.

Overhead projector for showing slides explaining different kind of election.

Time	Content	Activity
10	An introduction to the democratic process; the importance of voting; the history of elections and reform (see page 5).	Teacher lecture
10	Different types of election/three types of voting system – reading. List five specific issues which are the most important in a local election.	Handout/Groups
10	Feedback to the class.	Brainstorm
20	Campaigning – how people are persuaded. Student Activities Exercise 3: *Create a Role Play*. Performance of one or more. (page 12)	Group activity
10	Plenary – discussion of personal preference for a fair system of voting. Discussion of personal experience.	Discussion
EXTENSION WORK Student Activities Exercise 4: *Use the Newspapers (page 12)*		

The History of Elections

References in the lecture might include:

- the first elections in England in 1264;

- the Model Parliament of Edward 1 (1295);

- changes that took place between 1429 (shire rules) to 1832, which might include reference to royal charters and the relationship between voting and property, and no votes for women due to this;

- corruption – uneven numbers of MPs in different areas – some had none;

- the Reform Act of 1832;

- secret ballots being introduced in 1872;

- the rights of all men over 21 and all women ratepayers aged 30 and over to vote in 1918 (women finally achieving the same voting rights as men in 1928);

- the lowering of the age limit to 18 in 1969.

Different kinds of election

```
                    ┌──────────────┐
                    │ Parliamentary │
                    │  Elections   │
                    └──────────────┘
                           │
 ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
 │   Regional   │   │  Different   │   │ Local Council │
 │  Assemblies  │───│  kinds of    │───│  Elections   │
 └──────────────┘   │  Election    │   └──────────────┘
                    └──────────────┘
                      │          │
         ┌──────────────┐    ┌──────────────┐
         │   National   │    │Political Party│
         │ Organisations│    │ and Trades   │
         │     and      │    │    Union     │
         │  Companies   │    │  Elections   │
         └──────────────┘    └──────────────┘
```
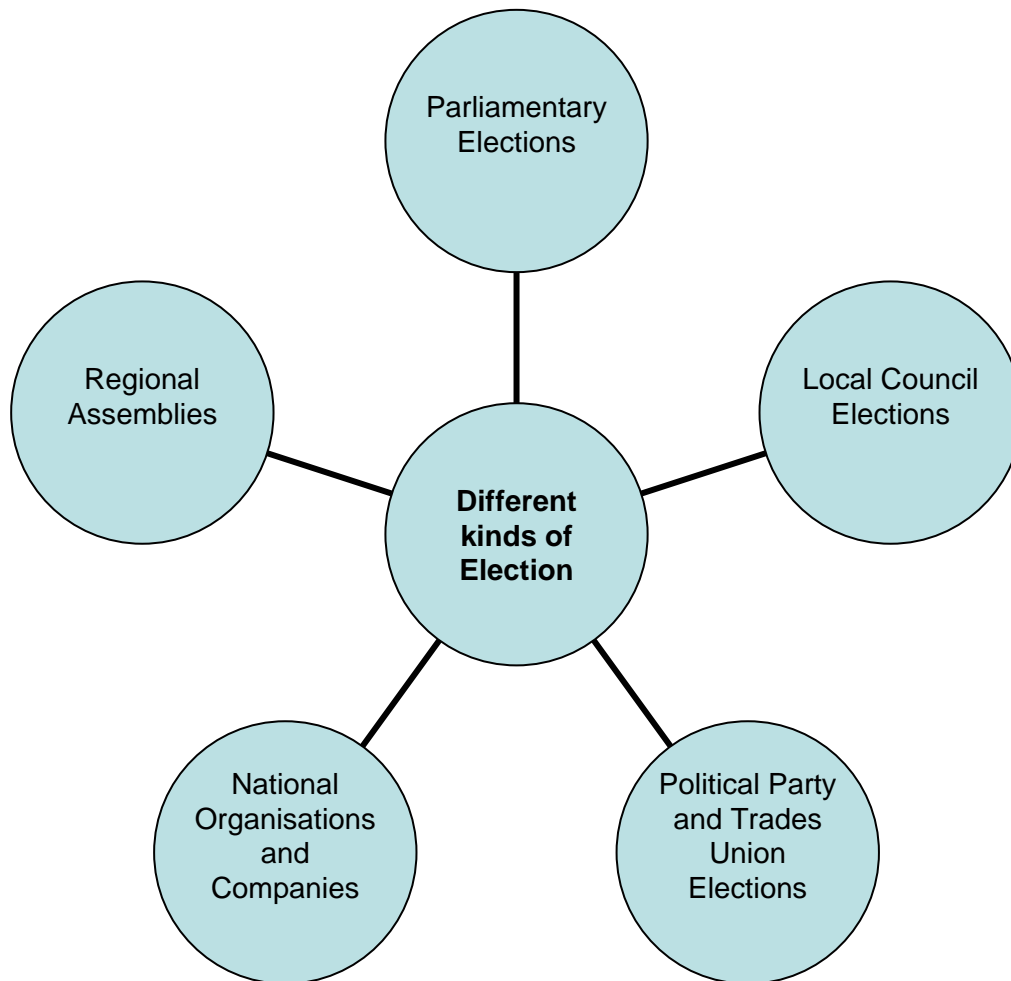
Different kinds of voting system

In the United States, the President is not elected directly, but through an electoral college. Every four years, on the first Tuesday in November, electors go to the polls to choose their president. The electoral college votes for each state are counted up and the winner declared. e.g. California has 55 electoral college votes, Florida 27 and Alaska 3.

In France, elections for the President and Parliament take place on two successive Sundays. On the first day, electors choose from a long list of candidates. A winner can only be declared if he/she has more than 50% of the vote. If this does not happen then the two top candidates go forward to a second ballot on the following Sunday. This can see political parties negotiating between each other for support.

In Australia (as well as Austria, Belgium, Brazil, and Greece) it is an offence not to vote in elections. The offender will be fined between A$20-A$50. It is regarded as a duty for every eligible citizen and should therefore be compulsory. It may also be regarded as undemocratic to force someone to vote.

Glossary of Useful Terms

Ballot box	Black metal box into which completed ballot papers are put.
Ballot paper	Official voting paper used to mark a person's vote.
By-election	Election called to fill a vacancy in parliament or a local council.
Candidate	Someone who stands in an election.
Canvass	To try to get someone to vote and support in an election.
Constituency	The geographical area represented by a Member of Parliament.
Councillor	Elected member of a local council.
Democracy	Government by the people or their elected representative.
Deposit	Candidates in a general election pay about £500 to stand. This is returned if they poll more than 5% of the vote.
Election	The selection, by vote, of a person to represent the people in Parliament, local council or another organisation.
Elector	Person on the electoral register who is able to vote in an election.

Electoral Register	List of people eligible to vote.
General Election	Election held when parliament is dissolved and every MP faces re-election.
Knocking-up	Party workers knocking on supporters' doors to make sure they vote.
Local council	Groups of councillors elected to govern a city, orl district of the UK.
Manifesto	Public statement of aims, policies and objectives issued by political parties in advance of an election.
MP	Member of Parliament elected to represent a constituency in the House of Commons.
Polling station	Building used to hold an election on polling day.
Proportional representation	System of voting that tries to balance the total votes cast with the total number of successful candidates.
Seat	The parliamentary constituency held by an MP who sits in the House of Commons.
Teller	Person who counts the ballot papers.
Ward	An area that elects a local councillor to represent them.

Social Domain Student Activity

The lesson plan on the following pages will give candidates a background from which to answer this question.

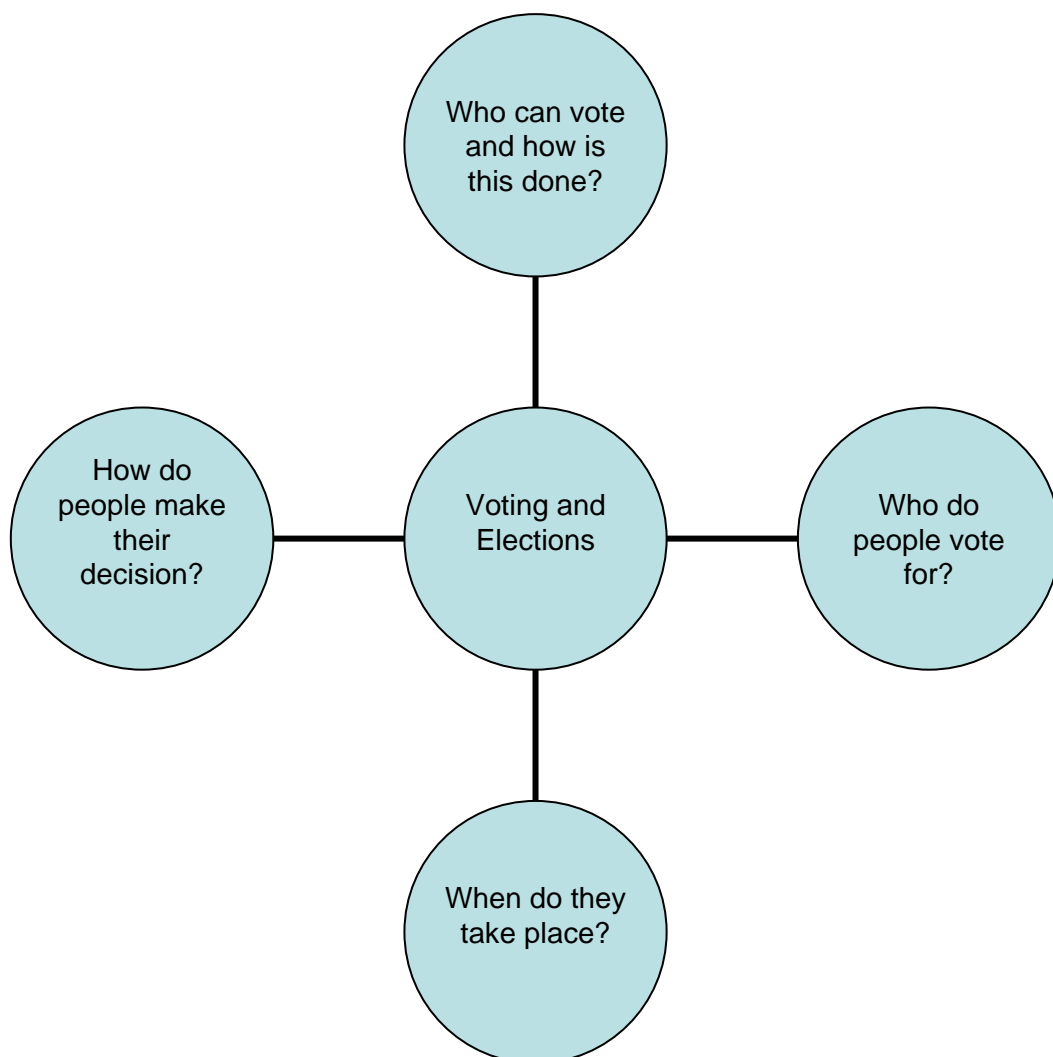## Essay Question

What is the question?

Outline and discuss five factors which might influence the way people vote during a General Election.

Initial ideas and discussion

First steps

- Trace the process and see how it fits together perhaps by reference to the last General Election.

- List some basic ways in which voting intentions, in general, can be influenced.

- Examine the views of some older members of the family about the election process, across a wide age range.

Information gathering

In finding out information about voting, students must be sensitive to the confidential nature of elections. Some people will not wish to reveal their voting preference as it may be regarded as a personal matter, the right of everyone in a truly democratic society. However, there may be other ways of research such as:

- Design a questionnaire for the students and staff of your school. Ask for information concerning how they would imagine the ideal situation for a fair vote. Find out how they are influenced when they have to make any important decision.

- Use the internet to find out information about voting in local and general elections in the UK.

- Hold a debate about the two systems of voting most favoured in Europe: first past the post vs. proportional representation.

- Divide into groups of four. Make a list of the ways political parties can attempt to attract voters. List them in order (on an OHT). Report back to the whole group.

- Conduct a survey. Offer participants a list of factors which might influence their voting preference. Rank them numerically. Ask why they chose the first one. Compare and discuss the list of reasons.

Resources

- Information on the British voting system can be found at www.electoral-reform.org.uk and www.historylearningsite.co.uk.

- Information about the last General Election can be found at http://news.bbc.co.uk/1/hi/uk_politics/vote_2005/default.stm.

- Party policies can be found by searching the names of the individual political parties using Google.

- Compare and contrast the political editorials of tabloid and broadsheet newspapers e.g. The Mirror (which is seen as traditionally supporting Labour) vs. The Daily Telegraph (which is seen as traditionally supporting Conservative) and consider how the readers might be influenced.

Influencing opinions

Exercise 1

Create a radio election broadcast

- it must last no more than one minute.

- focus on one or two key election issues (or influences).

- record the outcome and playback to the group.

Exercise 2

Create a short video election broadcast:

- write a short election script for key characters either from a party or the general public.

- focus on one key election issue (or influence).

- film the outcome and playback to the group.

Exercise 3

Create a Role Play

- write a script involving a candidate canvassing on the doorstep of one of his/her constituents.

- in preparing the script consider:

  o the manner, voice and demeanour of the candidate;

  o what issues (likely to be local) are to be raised;

  o what sort of resident the candidate will face;

- you may want to perform this totally improvised without any prior consultation between the two.

Exercise 4

Use the newspapers

Either:

Review the newspapers by picking out a selection of political stories from the press and comparing the ways in which different newspapers handle the same subject matter.

Or:

Create, using ICT, an informed and probing advertisement for a political party that will be used in a campaign.

Social Domain Exemplar Essays

An example of a script from Level 1

The question:

Outline and discuss five factors which might influence the way people vote during a General Election.

Plan
Election called by PM every 4 or 5 years
5 factors ideol, trad, media, success and candidates
e.g. NHS and Education, New Labour and Conservatives, Sun, Tony Blair
Many other reasons

In the UK General Elections come around about every four or five years. Once the prime minister has announced that they are calling an election the electorate have a chance to think how they will vote.

There are many factors influencing the way people vote. Five important factors are political ideology, family tradition, the media, government performance and the candidates.

At an election each party publishes a manifesto that states its beliefs and values. The manifesto states what the party aims to do if elected to office. These aims are linked to its underlying ideology, beliefs and values. For example a socialist government could want national planning to ensure everyone had equal access to the NHS and education. Some voters will read the party manifesto before deciding which way to vote.

Some people vote the same way as their parents. Family tradition is that the family have always voted for a particular party. For example the owner of a small business may feel that over many years the Conservative Party has best represented their interests.

The media can be a very powerful influence on the way people vote. Newspapers and television have extensive coverage of many aspects of an election. Editors can influence voters by the way they report events. In 1997 the popular Sun newspaper declared for New Labour and this may have helped them win seats with people reading that newspaper.

People can also be influenced by the performance of the main parties in the time before the election Poor performance, stories of sleaze, unpopular wars and inflation can all be factors. Each week the radio carries Prime Ministers question time and that can be a time when listeners assess the performance of the party leaders.

Finally, and some would say increasingly, the voters are influenced by the personalities of the candidates. In the UK the election of New Labour in 1997 was built upon the image of Tony Blair and his famous speeches. At a local level the performance of their MP can influence people.

Many voters always vote for the same party whilst others, called floating voters, will change allegiance. Floating voters can be very important in marginal constituencies.

Examiner's comment

Note how the candidate uses a plan to sketch the main points to be made. The plan takes only a minute or so and can be added to as the essay progresses. Sometimes a plan is helpful to examiners in that it can clarify the point being made or reveal the structure of an essay.

The candidate's response begins well with an introductory paragraph that sets the scene. It is not too long nor does is just repeat the question. Notice that the candidate is not entirely sure of their facts about the frequency of elections. For Level 1 the answers do not have to be perfect.

The candidate reveals the structure of the essay and states that though there are many factors influencing voters they have chosen five that they consider important. The factors are clearly stated.

The five paragraphs that follow take each of the factors in turn. This is helpful for examiners. Each paragraph describes how the factors influence voters and then offers an example. In all essays appropriate examples, rather than anecdotes, are a powerful source of credit.

In these paragraphs the candidates shows clear understanding of the some of the dynamics of voting as well as ideas about the aims of two of the main political parties in the UK. It is a pity that there is not a stronger retrospective element to the essay.

This Level 1 essay is not always precise and the explanation of a protest vote leaves something to be added. The performance for AO4 [Communication] is certainly at Level 1 with the candidate making points with facility.

The essay concludes with a well chosen thought about floating voters. These are the people most likely to be influenced by the factors described. In the time available (no more than 25 minutes the candidates has completed the task set.

An example of a script from Level 3

The question:

Outline five factors which might influence the way people vote at a General Election.

Candidate response

People do not have to vote in a General Election in the United Kingdom. Some politicians are quite worried that the percentage of people voting has fallen. In some countries, like Australia, voting is compulsory.

In the UK voters go to a polling station on the day of the election and put a cross against their chosen candidate on the ballot paper. When the votes are counted the candidate with the most votes wins the seat. This is called the first past the post system.

There are many factors that influence the way people vote at a General Election. These include the choice of candidates, what the newspapers and television say, the way a person has been affected by government policies, family views and tradition, the comments of friends, views on taxes, experience of education and the National Health Service, pensions, their image of the party leaders, how seriously they think the vote is, whether the candidate they want has any chance, gender and racial issues.

The five factors I have chosen to write about are government policies, the media, the party leaders, family traditions and the National Health Service.

If a person agrees with one of these factors they will be influenced to vote that way. For example if a pensioner thinks one political party will look after their interests better than another they will vote

for them. Unfortunately at election time politicians do make promises they may not be able to keep. Taxes may have to be increased and pensions held back.

Sometimes people are influenced by the media. They read a newspaper that supports one of the parties and are persuaded that is the way to vote. Television programmes can also influence voters. Party leaders can hold a debate on TV and people will see which personality they prefer. Sometimes they vote on the personality instead of what has been said.

Family tradition is a strong thing with some people. During family conversations the political views of parents become clear. This is usually through support or criticism of the existing government. This can be a very selfish personal view that does not take into account wider social issues. Someone trying to run their own business looks how government actions help or hinder their company.

Finally one important factor in influencing voters is the way they have been treated by the National Health Service. They see the NHS as part of and typical of the way the government does things. Poor service by a local surgery or hospital suggests to them that they should vote against the government.

No one really knows why people vote the way they do. However experts who study elections appear to be pretty accurate at predicting how people will vote.

Examiner's comment

This script is very typical of a middle range candidate. They write all that they know about voting without much selection. For example the first two paragraphs gain little credit since they do not address the question.

When the candidate does get to listing factors the initial request for five is lost in an avalanche of ideas. Whilst this listing certainly gains some credit a more careful approach would show that many of these factors could be grouped.

Eventually the candidate selects five factors that they intend to develop. Another characteristic of these middle band candidates is their failure to make an explicit link between their plan and the paragraphs that follow. In this essay the candidate list five factors but the first two could have been more clearly linked to the paragraphs that follow.

The paragraph that follows is better and clearly develops the case for this factor. The treatment of the final factor shows much potential. A better candidate would have introduced a more general point and then illustrated it from the NHS, education or pensions provision. This candidate misses that opportunity.

The candidate writes well and in terms of quantity shows great energy. Typically these middle range candidates need to establish a clearer focus on the question and its boundaries.

An example of a script from Level 4

The question:

Outline five factors which might influence the way people vote at a General Election.

Candidate response

The five factors that might influence the way people vote at elections are:
- the newspapers
- television

- friends
- the politicians
-

Newspapers include news of what is going on at an election. If a politician makes a mistake or is found out to have accepted money illegally the newspapers can turn against them. The newspapers tell their readers with big headlines.

Television also affects how people vote because programmes on Sunday mornings discuss what is going on in parliament.

Friends can influence people when they are voting. People who are respected, like parents, may discuss the issues with less experienced voters. Sometimes a whole family will vote the same way. However young people may think they know best and vote the opposite way. This is called a protest vote.

Politicians try to persuade people to vote for them. They give speeches and appear on television to tell people what they will do for them if they vote for them. Some politicians, like Tony Blair, make speeches with catch phrases like 'Education, education, education'. This can make a lot of people vote for them.

So there are many things that can make people vote one way.

Examiner's comment

The candidate understands and has access to the question. They launch directly into a list of five factors though the fifth one is not named. Some candidates find the use of bullet points or numbered lists helpful when building their essays. However the instruction to candidates at the beginning of this section of the paper is to write in continuous prose. Candidates will not be penalized for using a listing or series of bullet points at the beginning of an essay. However they should be warned that bullet points do tend to inhibit the development of points. In general experience suggests that, other than for a list, bullet points should be avoided.

The candidate makes four clear points though the first two might be considered as one under the heading 'The Media'. The two aspects of the media are under developed and the possible ways in which the voters are influenced not exposed.

The paragraph on the influence of friends is better with more development. The points concerning the collective voting of the family and the role of parents are clearly made. Whilst the definition of a protest vote is only partially correct it does add perspective to the paragraph.

The final section is probably the most impressive. The candidate understands the power of politicians to persuade and their use of the media during the weeks before an election. The example, the only clear one in the essay is helpful. Some clear knowledge is shown.

It is a pity that the fifth reason is missing. This could have been because of poor time management. Crucially the essay does offer some understanding of the question set.

In terms of AO4 [Communication] the essay is clear though without depth. The vocabulary used is limited.

Cultural Domain Lesson Plan

Question:

Discuss the impacts that the internet has had on education. You should refer to both positive and negative impacts in your answer.

Target Content:

Current developments in media and communications

Aim

To gain an overview of the impact of the internet	
Objective 1	To become familiar with terms and vocabulary.
Objective 2	To understand the function of the internet and its potential.
Objective 3	To acquire an overview of how the internet is used in a variety of educational contexts.

Resources

- Glossary of terms related to the internet.

- Overhead projector for showing slides explaining different aspects of the internet for lecture and discussion.

Time	Content	Activity
10	An introduction to the internet; the history of the internet using page 20.	Teacher lecture
10	Agree or disagree? Complete the table on page 21.	Handout/Groups
10	Feedback to the class.	Brainstorm
20	Debate: *Will the internet make books redundant?* Choose three people to act as judges who will sum up the debate. Divide into groups, half of which are for the internet, the other half for books. Put a case for your chosen cause – 10-15 preparation; 5-10 minutes debate.	Group activity
10	Plenary – discussion of experiences when using the internet in preparing coursework and other searches e.g. booking holidays, buying goods.	Discussion
EXTENSION WORK		
Student Activities – Choose an activity from: *Teaching and Learning Styles (page 22)*		

History of the Internet

Background to the Internet

References in the lecture might include:

- The internet began in the 1960s when a group of academics launched a project to link together large computer systems at four US universities.

- It is now a global network which links many homes and LANs in schools and businesses.

- Mainly used to carry mail but also used for music files, TV, radio, instant messages and telephone calls.

- Information travels in packages of data, known as packet switching.

- WWW allows us to view pages of information and create our own.

- Information can be shared, exchanged, and on-line communities can be formed which are thousands of miles apart.

- Problems with the internet such as fraud, hackers, viruses, restricted and illegal websites and their dangers.

- Rights and wrongs: few controls over what can be posted and seen on the internet; the ease of copying anything; computers are replacing workers in shops as e-commerce develops; increased monitoring of computers by the government.

Agree or disagree

Here are some examples of opinions frequently voice about the internet. State whether you agree or disagree stating a reason in each case

	Agree	Disagree	Reason
The contents of the internet come from respectable and reliable sources.			
The internet is the most up to date way of gathering information for a piece of coursework.			
It is cheaper to shop on the internet.			
Emails are a faster way for people to communicate effectively.			
A website provides a good way of judging whether a business is reliable.			
The internet is a marvellous source of maps, weather forecasts and sports results.			
The internet needs more censorship to stop people putting dangerous information on it.			

Different kinds of teaching and learning styles

Design a website

An opportunity to display the internet's strengths and weaknesses.

Questionnaire analysis

Design a questionnaire to find out whether different groups of people prefer to use books or the internet when they are looking for information.

Conduct an experiment or investigation

Ask a family or four or more people to keep a diary for a weekend or two days where they note their use of the internet

Write a letter to the newspaper or an MP (Do not post the letter)

Express your concern about the increase in pornography on the internet.

Write a newsletter

Explain to a group of older people what you see as the advantages and disadvantages of the internet might be.

Write a brochure

You are a new ISP. Explain the service you propose to provide.

Play the Devil's Advocate

List the popular aspects of the internet then find negative or opposite viewpoints to each idea.

Role Play

The librarian and the local Councillor. Write a dialogue between the two concerning the planned reduction in library services due the increased use of home computers.

A debate or balloon debate

The following people are finalists in a competition to win the very latest, most powerful, personal computer, fully equipped with all the software they will need. Select one finalist and make a case for them to be the winner.

Finalists

Finalists include: a primary school pupil; a university undergraduate in their final year; a chairman of a large retail organisation; a corner shop owner; a seventy year old pensioner, a disabled person using a wheelchair and a secondary school teacher.

Glossary of Useful Terms

Email	Messages can be sent from one person to another, like sending a letter but much more quickly.
Email client	A piece of software that assists in the transmission and receipt of mail.
History	A record of the web pages that have been visited.
Hits	When searching on the internet you get a list of possible pages, which may contain relevant information.
ISP	Internet service provider – a company that has a computer permanently connected to the internet. All of the information sent from a computer goes via a PC.
HTTP	Hypertext transfer protocol – the language used by the web.
LAN	Local area networks operate in most offices and schools and link computers together that are usually close by, often in the same building.
Laptop	A portable computer sometimes called a notebook.
Modem	This converts computer signals into those which can be carried over a telephone line.
www	Tells you that this is a website.
ocr	This is the domain name, sometimes the initials or the nickname of the company.
.org	This is the domain type indicating that this is an organisation (.co would be a company).
.uk	This shows that the site is based in the United Kingdom.
/generalstudies	This tells the computer the exact site that you want e.g. www.ocr.org.uk
Operating system	The name given to the software that enables the applications software of the rest of the computer to work. A computer will not work without this; the most common one in use is Windows.
PC	A personal computer consisting of a desktop box or tower, monitor, keyboard, mouse, and possibly some speakers.

Search engine   Helps in the search for websites and information e.g. Google, Yahoo.

URL   Uniform resource locator or the address of a web page.

WAN   Wide area network connects computers together which are usually in
                       different places, sometimes in other countries.

Web browser   Displays the web pages, the most common one being Internet Explorer.
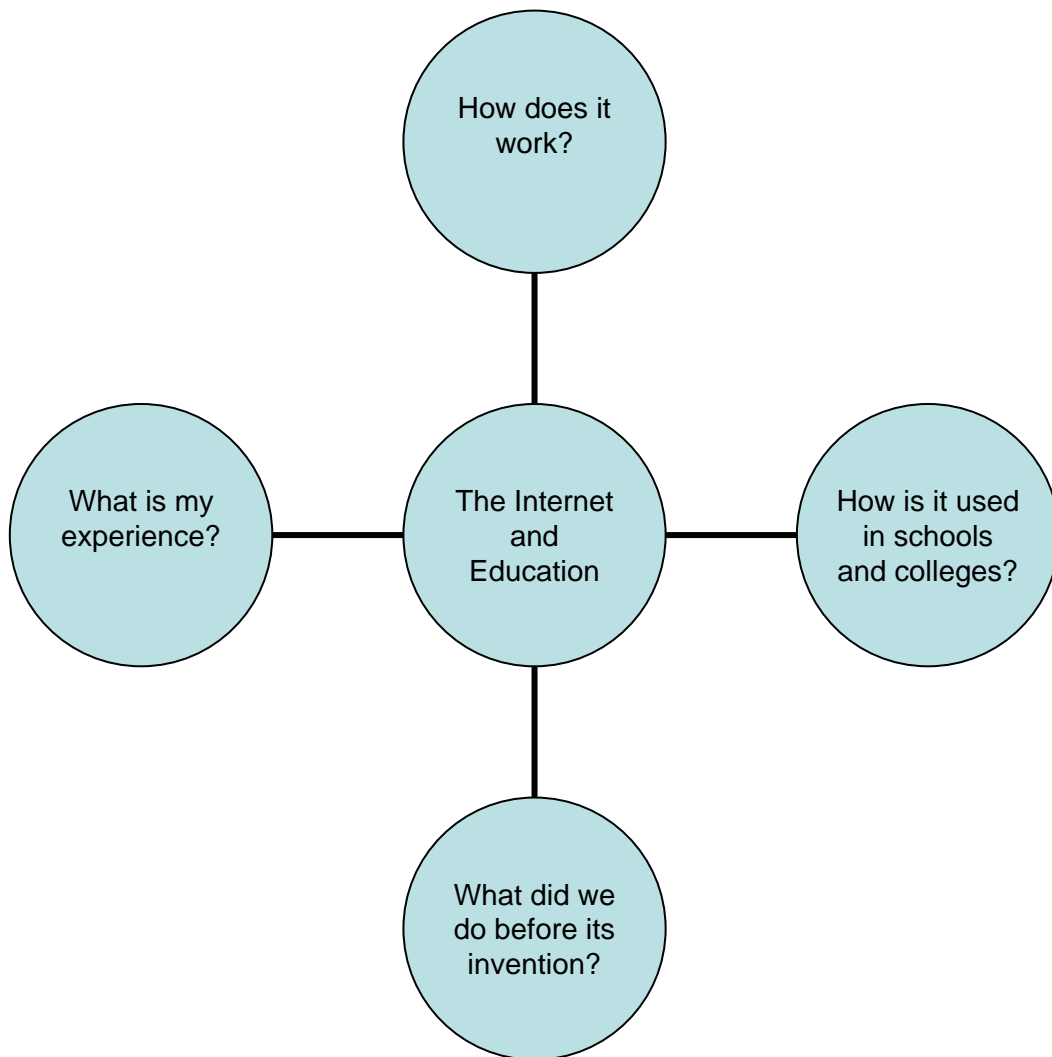
Cultural Domain Student Activity

Essay Question

What is the question?

Discuss some of the impacts that the internet has had on education. You should refer to both positive and negative impacts in your answer.

Initial ideas and discussion

How does it work?

What is my experience?

The Internet and Education

How is it used in schools and colleges?

What did we do before its invention?

Definitions

Make a list of associated words and phrases which would be used in a discussion about the internet. Here is a sample of some useful words which should be defined and would be usefully deployed in an essay on the internet:

hardware	program
software	search engine
laptop	spreadsheet
desktop	word processing
database	layout
font	website

First steps

- A definition of the internet and its position in education.

- How the internet might be used in an educational context.

- Strategies in, and personal experience of, internet use.

Information gathering

- Design a questionnaire for the students and staff of your school. Ask for information concerning their use and value of the internet and its potential for success and failure.

- Contact and interview some ex-students who may or may not have used or valued the internet.

- Discuss with some people who were at school/college before the internet became available, how they found information to complete school based tasks e.g. background to essays, dates of events, bus timetables, books in the library, activities of friends, news and weather.

- Ask people who have recently taken up full time employment about their use of the internet at work.

Resources

- Any newspaper or other similar articles on internet abuse.

- Examples of good practice, such as links made between school and colleges across the world.

- Read advertisements and other literature from universities, colleges and employers to find out what use they make of the internet.

- Compare the comparative costs of written texts (books) with internet downloading (legally).

Positives and negatives

- Divide the students into three groups and give two of the groups the task of listing either positive or negative impacts of the internet in education. (One group lists positives and the other negatives).

- The third group of students are to be impartial judges who will decide which of the opposing groups presents the strongest case.

- Each group (positive and negative) must find five compelling arguments to support their position (use the template on the next page). Allow 20 minutes.

- At the end of the preparation time, each of the two groups is allowed 5-10 minutes to present their findings. The judges will award marks for each of the five arguments as follows:

A strong argument	2 marks
Strong supporting remarks	up to 3 marks per argument
Personal ideas and experience	up to 5 marks overall

- Marks available: 30 plus 10 marks for the manner of presentation = 40 marks. (5 @ 5 plus 5)

- When both groups have finished the judges may confer and then must deliver a final analysis of the points raised in order to justify their final decision.

POSITIVE OR NEGATIVE POINTS ABOUT THE INTERNET?		
Reason	**Support**	**Personal Comments**
1		
2		
3		
4		
5		

Cultural Domain Exemplar Essays

An example of a script from Level 1

The question:

Discuss some of the impacts that the internet has had on family life. You should refer to both positive and negative impacts in your answer.

The internet has opened up a whole new world of experience for families. Where earlier generations, children and adults would have visited their library to get information, today both would probably go no further than their lounge or study to access the internet to obtain all the information that they need, as well as doing their shopping, pay their bills or book their holiday without leaving the house. Search engines such as Google have made finding data possible in a fraction of the time that it would take at the library and the amount of information accessible on the internet, the number and diversity of web sites is enormous in comparison with most libraries. Many homes now have access to the internet and it is available in cafés, schools and libraries amongst the many other places, which shows how heavily people rely on the convenience and versatility that the internet presents to the individual in the contemporary world. The cost of access is relatively low compared to buying a book as internet service providers compete in a very competitive but lucrative market.

People at school and college learn to use the internet from an early age. They bring home these new skills. There may be a match or mismatch of their skills with their parents. Internet literate parents will probably be pleased to see their children making use of this new tool. However other parents may feel pressure to buy a computer they can not afford or some sense of loss of contact with their children.

Another positive advantage that the internet has brought is in communication. One is now able to reach out for new resources from comfort of home to the most remote and far-flung locations on the planet. The use of web cams enables us to see, in step time, places around the world . From the point of view of the family, electronic mail has meant that distant relatives are no longer far away; conversations can be carried on through instant messaging and also the cameras to add pictures to the words. This has brought families together and, in effect, shrunk the world. I am now able to 'talk' to and see my nana in Australia whenever I want rather than waiting for the infrequent letters. However, it could be argued that lack of face to face contact or exchanging telephone calls removes a dimension from the experience of communication as the whole aspect of inflection and tone are missing.

As well as the positive features of the internet there are also negative ones as far as family life is concerned. In most countries there is no censorship of the internet. Parents have to install firewalls and virus checkers to protect their children but these are never one hundred per cent secure. Some children have a better computer knowledge than their parents and can get around these precaustions. Hackers have found ways into personal bank accounts and in some cases people's identity has been stolen.

The wide variety and easy availability of computer gaming has had a serious effect on family relationships. The almost hypnotic and addictive way in which a game can 'hook' a player has seen family members, notably the younger ones, spend an inordinate amount of time at the computer playing at the expense of normal socialisation and the completion of school work. Excessive viewing of the screen has also caused health problems, notably with eyesight, and the lack of exercise which is the outcome of excessive computer use is seen as one of the key elements of our obese society.

Whilst the internet's potential as a resource is unquestionable there is the problem that some of the materials used from web sites may be unreliable and indeed incorrect. Furthermore, the amount of dangerous and obscene web sites that are accessible to all is a great worry to the parents of young children. In the past couple of years, a major police crackdown on the internet has resulted in the arrest and charging of a large number of individuals who are involved in paedophile activity through the internet. The fact that anyone can post their web site on the internet enables suspect research and unsupported documents to be given credence and publicity. It is therefore essential that the reliability of each source must be checked before using it and internet service providers are becoming more vigilant in putting into place clear measures for the protection of young people.

I have found the internet invaluable to me in completing my education, and the same can be said for my younger sister. It has also been a learning experience for my parents who have had to become used to computers and the internet as the day to day tasks of their employment rely so much more on electronic media. However, it has meant an increase in expenditure for the family and the amount of quality time spent as a family has become less and our relationship more fragmented.

Examiner's comment:

The candidate response has a clear and articulate opening which covers the way the internet has changed things for families. There are clear indications that the candidate understands how the internet works and what the integral parts are. AO1 is good, supported by good AO2 as the components are explained. The quality of communication is very good, mature and vibrant.

The essay opens with an interesting paragraph as it covers the effects that education and the internet have had on families. The candidate discusses the positive and negative effects that education and the internet can have on the relationship between parents and children. All points of knowledge (AO1) are well supported by analysis (AO2). The essay continues to flow in a purposeful way (AO4).

There follows a strong paragraph on communication as it does not simply explain the virtues of email but also propounds other human benefits to the family in the sense that tenuous links are made firmer. A pleasing use of AO3 in pointing out the impersonal nature of electronic communication.

The essay then moves on to the more negative effects of the internet. A better essay would have informed the reader of this move. The dangers are clearly stated with a clear degree of realism. The paragraph on computer games is important though the link to the internet is not strong in this paragraph. The candidate makes important mention of the problem of access, which is adeptly analysed with the inclusion of a useful piece of AO3 when referring to the attempts of the police to deal with the problem.

There is an appropriate concluding paragraph where the candidate refers to his/her own experience of the internet and the impact it has had. The essay ends on a negative note but nonetheless, an important reference is made to the amount of time that the internet takes away from traditional family activities.

A well-constructed essay which reveals an innate knowledge of the internet as well as a range of strengths and weaknesses of internet access. The issues raised about the family are relevant and wide-ranging and the candidate is able to support points which develop the argument. The quality of communication is mature and fluid.

Note that this Level 1 essay does has some problems. Despite these it should be awarded a Level 1 mark. Perfection is not required in order to achieve Level 1.

An example of a script from Level 3

The question:

Discuss some of the impacts that the internet has had on family life. You should refer to both positive and negative impacts in your answer.

The internet has changed so many things for the family: the way we learn, communicate, obtain goods, and entertain ourselves. This has involved major investment on the part of families in the hardware needed to gain access – a PC, modem or high speed connection (broadband) and an internet service provider. The internet is a lot cheaper today than it was years ago and paying to be connected has become a part of the family budget. It's not just used by children; parents even grandparents have benefited from internet connection as it has meant that all sources of learning are available (mostly free) to all as well as the chance to manage the family finances and keep in touch with relatives.

Probably the most important positive impact is that people can communicate better than ever. Less and less letters are written as people prefer to use e-mail and instant messaging as there is the opportunity to edit what you write before you send it. Also, by not making a telephone call you can contact someone without having to hear the tone of their voice particularly if you want to give bad news. If the internet is used for everything it might mean that people in the future will lose contact with each other as they will never meet and never go outside the house.

A negative part of the internet is that it breaks up the family unit. Where a family might have gone out on a shopping expedition they now need not do this as many household needs can be bought on the internet at a cheaper price and with things like free delivery. This removes an important group activity and may mean less people in the shopping centres. On the other hand, my mum still prefers to go to the supermarket for her shopping as she likes to see the food for herself and choose what she wants.

There are serious problems with security on the internet as anyone can post anything on it and there seems to be little or no control of the contact. This presents parents with a problem in making sure that their offspring are unable to get on to certain web sites by putting security controls on their computer. If this continues it is going to have serious consequences for the family as parents will not know what their children are looking at if the computer is in a different room.

Overall, I consider that there are more positive effects of the internet in the family than negative ones. Everyone is learning new things and it has opened up many new places and experiences to ordinary people who otherwise would have never had the experience. In the future, the government needs to consider stricter control over what goes on the internet to prevent these people affecting the lives of young children.

Examiner's comment:

The essay has a promising opening as the candidate describes what the internet has done for the family and outlines the hardware needed. By including reference to the extended family the candidate reveals their awareness of the breadth of the internet's impact and the importance that it plays in opening routes of communication.

In paragraph 2 the candidate continues on the subject of communication and includes useful AO1 and then explains further using AO2 – the last sentence contains a strong if overstated point.

In the third paragraph the candidate begins to look at negative impacts of the internet. The idea of breaking up the family unit is not clear and perhaps a little strong. The example of family shopping trips is good and develops the point and this is further supported by the consequence of home

shopping. Though relevant, the candidate is moving off the topic slightly though the point is redeemed with solid AO3 reference to mum's shopping habits.

In the penultimate paragraph an important negative aspect is considered. The candidate does develop this point by suggesting what parents might do and further warns of the consequences. These are all valid ideas but the analysis is somewhat thin.

There is a definite attempt at a concluding paragraph which states a preference and supports this with reasoning. The final point on government control is bland and unsupported, perhaps offering the clearest indication of what characterises a mid-band answer.

There is potential in this essay but the candidate has failed to capitalise on a number of good points by failing to support ideas with strong analysis, examples or personal ideas and experience. The answer covers all elements of the question, but is a little imbalanced.

An example of a script from Level 4

The question:

Discuss some of the impacts that the internet has had on family life. You should refer to both positive and negative impacts in your answer.

Candidate response

Many homes now have a computer connected to the internet and this has meant that the family has changed its attitude towards a lot of things. For example, you can now do your shopping from home and contact the bank without going out of the house and many people see this as time saving and better than going to the actual place. However, sometimes mistakes are made and the wrong amount of money paid or the shopping list gets misplaced and it never arrives. This can cause the family more trouble than if the computer had never been used.

At home, the internet can be the cause of many arguments for example, when you or someone else wants to use it at the same time. People often spend a long time on-line doing instant messaging and downloading music. This prevents others using the internet for more important things like shopping or homework and, if it is connected through the phone line, it means that nocalls can be made.

Also, the internet can be dangerous to young children as there are so many web sites that can be accessed without anything to stop them. This is dangerous and can mean that children are able to see things of an adult nature. It is the responsibility of parents to stop them doing this and for the internet companies to work together in order to stop this sort of thing getting through.

On the positive side you can do your shopping on-line directly to the supermarket and even book holidays using companies like Expedia and save lots of money. This means that families will save some money but they can also do all of this without leaving the house which might result in families being less sociable.

The internet is here to stay and it has many positive and negative points but on the whole it has made a difference to families in a positive way, for young and old.

Examiner's comment:

The essay is clearly to be awarded Level 4. It has only a limited scope and the structure is not strong.

The essay begins with the candidate launching immediately into the question by suggesting that the internet is common in most homes and then goes on to list what it is used for. This is mostly AO1 (knowledge) and there is no evidence of any analysis. The lack of an introductory paragraph detracts from the start of this essay.

The candidate goes on to outline further negative aspects from the point of view of convenience and use. It would be an improvement if some personal references were included but instead the points are not sustained and lack any real development. The last couple of sentences offer limited AO2.

The paragraph beginning with 'also' invariably reveals a weakness. It suggests that the candidate's work is unplanned and that new points are being added without consideration of their importance, logic or position in the sequence of the arguments. The point about parental responsibility is a strong one but the candidate's weakness is that he/she fails to capitalise on this by developing the idea and supporting the point with some examples.

At the end the candidate makes another positive point but once again the fails to take the idea beyond its simple statement. The essay has a weak conclusion which is characteristic of weak unplanned answers which merely states an unsupported personal preference.

This essay has limited structure with a limited range of knowledge of the internet and a lack of supporting analysis and examples. There is vague reference to personal experience, but overall the answer is hampered by poor communication and development of ideas.

Lesson Plan

Question:

Describe how you would investigate the suggestion that the height and weight of individuals are linked.

Target Content:

Characteristics of the sciences: health and fitness

Investigative design

The use of mathematics in everyday life

Aim

To gain experience of investigative methods used in science

Resources

- Glossary of terms related to investigative methods

- Overhead projector or powerpoint presentation for showing slides explaining problem solving and the investigative method

Timetable for session

Time	Content	Activity
10	Current concerns over height and weight. An introduction to investigative methods used in science; the hypothesis testing model.	Teacher lecture
10	Handouts describe several experiments. Students expected to identify stages in the model.	Group discussion of handout
10	Feedback session on findings.	Group leaders feedback conclusions
20	Formulation of hypothesis concerning height and weight.	Group activity
10	Plenary- discussion of ways to improve the class based group investigation. Includes discussion on writing an investigative report.	

EXTENSION WORK
Student Activities Exercises 1 to 4: Undertaking an investigation

Outline of lesson presentation

Concerns about the health of the population in the UK

References in the lecture/lesson might include:

- current concerns about overweight people;

- concerns about size zero fashion models;

- knowing your height and weight;

- calculating your body mass index;

- the height weight chart;

- body shape;

- calorie counting;

- food for sport;

- debunking food myths;

- eight tips for eating well.

Are you the right weight for your height?
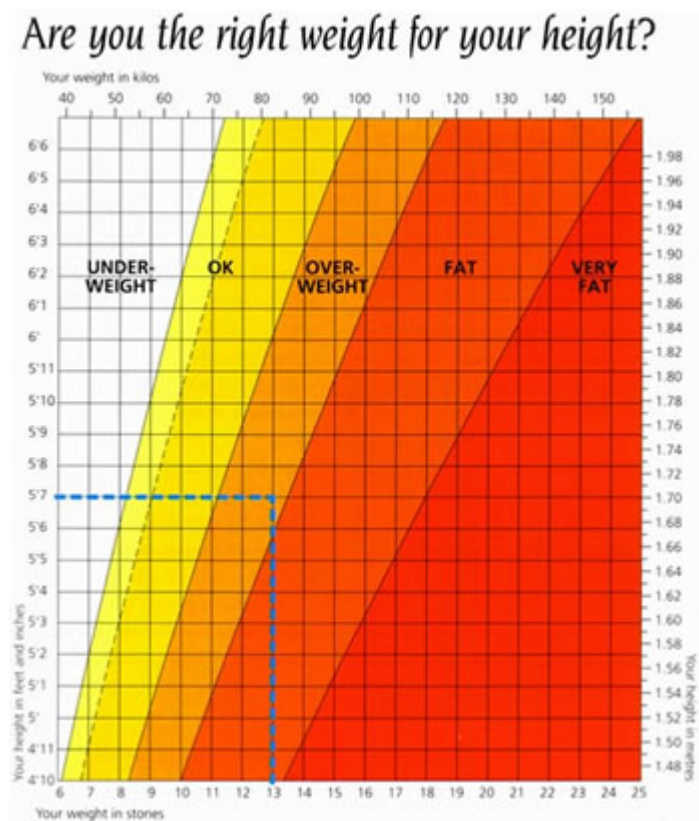
Find out which band you are in.

If you are in the OK band then you are eating the right amount of food. Check your diet to make sure it is balanced and nutritious. Do not aim to move into the underweight category.

If you're underweight, this may be of concern. Try to put on some weight by eating a well balanced and nutritious diet.

If you are overweight try to change your diet. Cut down on the amount you are eating and drinking especially food high in fats or sugar. Physical activity will also help but do not overdo exercise when you begin. If you lose one kilogram(one to two pounds) each week you are doing well.

Caution

If you find you are in the fat or very fat categories then you could be increasing your risk of heart disease, Type II diabetes and arthritis. It is important then to lose weight. Remember the chart is only a guide.

Variations from the standard chart

The chart is for healthy adults. It does not apply to children, young people or older people. In addition people with well-developed muscles may fall into the overweight category. They may well have a healthy body shape and very little fat.

Investigating the link of height and weight

One way in which scientists investigate a problem is to use the hypothesis testing model. This approach allows the investigator to tackle complex problems, develop theory, use computers and reduce errors. The stages in the model are:

- define a problem;
- search the internet and libraries for related research work;
- formulate a hypothesis;
- identify and define the data needed to test the hypothesis;
- work out a way to collect the data including any sampling method;
- collect and record the data;
- analyse the data using graphs, charts and statistical methods;
- search for patterns and relationships;
- assess the results and draw conclusions;
- check for errors in measurement, sampling or mistakes by the investigator;
- accept or reject the hypothesis;
- formulate a view on the initial problem.

These stages could be applied to an investigation into any link between height and weight.

A complex thought
Is the hypothesis testing model a 'model of' or a 'model for' a scientific investigation. This is an important distinction when it comes to knowing where you are in science.

Glossary of Useful Terms

Body mass index	BMI equals weight in kilograms divided by their height in metres squared
Body shape	To get a clearer picture of your overall health risk, you might find it useful to check out your body shape. You can do this by plotting the size of your waist against your height on the Ashwell® shape chart. (see Food Standards Agency web site).
Conclusion	This is the finish of something, the summing up of an investigation, the judgement or decision reached. If the conclusion was obvious from the outset then you ask if the investigation was worth undertaking. The best conclusions reveal new understanding.
Data	These are the facts, statistics, information that is used in an investigation. Primary data is collected directly by the investigator whilst secondary data can be taken from published sources or the internet. It is vital to define your data precisely including the any units of measurement. Always check the date and source of secondary data with care.
Fitness	Being in good health, usually as a result of exercise and the right diet. Modern lifestyles do not encourage exercise. Exercise means a healthier heart and less cardiovascular risk. Fitness also improves mental health, retains body shape, strengthens bones and muscles, and improves sleep patterns.
Health	Health is about taking care of your body and mind. There are different issues according to your gender and age. (see BBC.co.uk/health).
Hypothesis	A proposed explanation or solution to a problem. It usually involves two variables that are thought to be active in the problem. The proposed explanation is made at the beginning of an investigation and is usually based upon knowledge, experience or reasoning.
Nutritious diet	Food manufacturers want us to eat their products. They wrap and display these products in enticing and attractive ways. It is very difficult to be sure that you are eating a healthy diet but by choosing a variety of fruits and vegetables avoiding fats, added sugars and salt you are on your way to a nutritious diet. Eat in moderation.
Obesity	This is about being overweight and therefore at risk in terms of health. There is increasing recognition both in the UK and worldwide that there is an "obesity epidemic". This is supported by research evidence based on analyses of national surveys going back over twenty years. The issue has

	received much attention recently from politicians, professionals, the media and the public. Changes in lifestyle, work and leisure probably all contribute to the present situation. Estimates suggest that more than 12 million adults and 1 million children in England will be obese by 2010 if no action is taken. Currently most action has been at the individual level, with programmes of diet and exercise, and while these may have some benefit, they have made little impact on halting the rise of obesity at a national level. With so many publications and claims, and with the awareness that often success for the individual is short lived, many find it difficult to know what action is appropriate in the prevention and treatment of obesity. There is significant variation in existing service provision and, in many places, the programmes that are required for both prevention and treatment are limited. (see guidance.nice.org.uk)
Sampling	This is the taking of a small part of a quantity to show what the whole is like. For example a sample may be taken when the population is so large that the project would be unmanageable. There are many ways to design a sample. (see www.stats.gla.ac.uk/steps/glossary/sampling).
Target population	The target population is the entire group a researcher is interested in; the group about which the researcher wishes to draw a conclusion. Suppose we take a group of men aged 35-40 who have suffered an initial heart attack. The purpose of this study could be to compare the effectiveness of two drug regimes for delaying or preventing further attacks. The target population here would be all men meeting the same general conditions as those actually included in the study.

Student Activity

Essay Question

What is the question?

Describe how you would investigate the suggestion that the height and weight of individuals are linked.

Initial Ideas and discussion

What has to be done?

An investigation has to be described.

An investigation resembles a detective at work.

Evidence has to be assembled so that conclusions can be drawn.

What is to be investigated?

The link between height and weight.

Whose height and weight?

In what units will these variables be measured?

What method should be used?

The hypothesis testing model provides a clear framework of stages that can be followed.

Stages in the hypothesis model

What is under investigation?

Concern about weight problems. Need to explore variables influencing weight. Is there a link between height and weight. Do taller people tend to be heavier. Does this apply to both sexes and all age groups.

Hypothesis

There is no relationship between the height and weight of adults aged 16 to 24.

Search of the literature

For example

www.eatwell.gov.uk

www.healthchecksystems.com

www.kidshealth.org

Identify and define the data

Data for males and females. Units of measurement (metric: metres and cm, kilograms). Accuracy (one decimal place). Clothes to be worn, no coats or shoes. Need to record age (years and months).

Collecting the data

Random sampling of student population with at least 20 members in each age and gender group. Maybe 360 volunteers is too many for the resources available. Need for recording sheet covering all measurements.

For example:

Number	Height (m)	Weight (kg)	Age (yrs & months)	Gender (m/f)
1				

How are height and weight to be measured? Where will the measurements take place? Will the time of day be standard?

It will be a good idea to have a card explaining your purpose with some kind of authentication. If you decide to collect in the High Street then warn the authorities.

Analysis

Draw height and weight scatter graphs for all the population then for each gender group and finally each age group. Correlation and regression analysis will be possible.

Assessing results and drawing conclusions

Examine the analysis to find any patterns. Are taller people heavier. Is there a trend which some people do not fit. Do your results apply equally to males and females? Do the results vary according to the age of the volunteers

Check for errors

You must be honest. If there were problems or you have second thoughts or reservations include them in your investigation report. Remember hindsight is a wonderful thing.

Checking conclusions

Now you need to link your conclusions to the original issue. This may lead to you suggesting further work that has to be done.

Resources

Items specific to unit 2

Alder,K.	The measure of all things	Abacus,2002
Bryson,B	A short history of nearly everything	Black Swan, 2004
Calder, N.	Einstein's universe	Penguin, 2005
Feynman, R.	Surely your joking Mr Feynman	Vintage, 1992
Feynman,R.	Don't you have time to think?	Penguin, 2006
Girling, R.	Rubbish	Eden Project, 2005
Gleick, J.	Chaos: Making a new science	Vintage, 1996
Gribbin, J.	Deep simplicity	Penguin, 2005
Greenfield, S.	Tomorrow's people	Penguin, 2004
Hawking, S.	A brief history of time	Bantam, 1998
Paulos, J.A.	Innumeracy: mathematical illiteracy	Hill & Wong, 2001
Paulos, J.A.	I think, therefore I laugh, the flipside of philosophy	Penguin, 2001
Pearce, F.	Deep jungle	Eden Project, 2005
Sims, M.	Adam's navel	Penguin, 2004
Winston, R.	The human mind	Bantam, 2004
Winston, R.	The story of God	Bantam, 2005

Items related to this investigation

www.eatwell.gov.uk/healthydiet/healthyweight/heightweightchart/

www.healthchecksystems.com/heightweightchart.htm

www.kidshealth.org/teen/food_fitness/dieting/weight_height.html

www.weightlossresources.co.uk/body_weight/healthy_weight/chart.htm

www.halls.md/chart/height-weight.htm

www.consumer.gov/weightloss/bmi.htm

www.wikipedia.org/wiki/Statistical_hypothesis_testing

www.cas.lancs.ac.uk/glossary_v1.1/hyptest.html

My weight is always perfect for my height. N Hollander, 1982

Are you the right weight for your height? Poster, Amazon.co.uk

WHO Child Growth Standards, weight and height WHO 2006

Food for fitness. Anita Bean 2007.

Exercises and activities

Exercise 1

Make a poster of the height weight chart. Invite individuals to anonymously mark their position on the chart. Draw conclusions about the general health of the group.

(Take care, some may be very sensitive to their position).

Exercise 2

Discuss whose is responsible for the current obesity crisis. Is it individuals, parents, food manufacturers or the government? Why are we concerned about so many people being overweight?

Exercise 3

Search scientific books for a drawing of the hypothesis testing model. What do you understand by the feedback loop? Identify and describe three stages where errors might occur.

Exercise 4

Actions to reduce the number of overweight people in the UK

Activity	
Arrange students in groups of 2 or 3. Give each group a card containing one of the following statements. Group to list the advantages and disadvantages of the proposal on the card.	
1. Fines for companies including too much salt in their manufactured food.	2. Labels on all foods describing salt, fat and sugar content.
3. Compulsory health education in all primary schools.	4. Compulsory health education for all adults attending doctors' surgery.
5. Newspaper advertisements giving information on healthy eating.	6. No hospital treatment for overweight people.
7. School dinners to be made from healthy eating foods.	8. Advertise new clothes for all weights and sizes of people.
9. Free exercise and gym classes in schools in the evenings.	10. Set up weight loss groups in every community.
11. Appoint a Minister for weight loss.	12. Take no action on the obesity problem.
13. Tax breaks for those in the OK category	14. Use lottery money to reward people with cash prizes if they lose weight.
15. Subsidise visits to health farms to lose weight.	16 Use government money to cut healthy food prices.
17. Give away healthy food tokens with every litre of petrol purchased.	18. Make weight loss surgery more available.
19. Refuse schooling to overweight students.	20. Publish lists of overweight people each week in local newspapers.

Task

Groups join one of two sets.

Set 1 Proposal on the card has potential.

Set 2 Proposal on the card has no potential.

Once in their set the small groups arrange themselves in rank order in terms of the feasibility/effectiveness of the strategy on their card.

As this setting and ranking takes place it is important for students to listen to the conversations and discussions they have. (the teacher/lecturer should also eavesdrop and make notes).

Plenary

Review the experience, the conversation, disagreements and notes made.

Examine the outcomes and the remaining disagreements.

Finally recommend to government three actions to combat the growing problem.

Exemplar Essays

An example of a script from Level 1

The question:

Describe how you would investigate the suggestion that the height and weight of individuals are linked. [12 marks]

The suggestion is that 'height and weight of individuals are linked'. Real people have to be used to prove or disprove this theory.

A survey could be used to ask people their height and weight. But people might lie about their height and weight and so they need to be measured accurately. You could get permission to set up a small tent at the edge of a park.

As many people as possible are needed to be sure to give a better average number of statistics. A wide range of ages also need to be used to give a better indication of whether the theory is correct or incorrect.

The people used will need to be randomly chosen again so that a wide range of data is collected otherwise a certain type of person may only volunteer to take part in the experiment- this could be only over 80 yrs or under 20 yrs. Either way it is inaccurate to discover if there is any relation between height and weight.

All of the people then need to be measured to find their exact height and weight. They could be measured in kilograms and metres or pounds and feet. They have to be the same e.g. keeping clothes and shoes on. These results need to be recorded and put on a table and plotted on a graph.

The graph would show whether there is or isn't a relation between height and weight. A line of best fit could be drawn on a scatter graph and maybe a positive correlation shown. It might be helpful to draw a series of graphs for different sexes and age groups to see if the relationship still works.

Examiner's comment

The candidate recognises and keeps to the task set. They understand the need to sample and show some concern that it is reliable across a range of people. They identify the dangers in a biased sample. The measurements to be taken in the data collection phase are clearly specified and accuracy is stressed. Basic analysis and presentation are described with some suggestions for refinement. A pity a simple sketch graph is not included. The ideas for extension are sound.

Note that AO4 [communication] is not strong. This tends to be a feature of answers to scientific enquiries.

Scored 11 out of 12.

An example of a script from Level 3

The question:

Describe how you would investigate the suggestion that the height and weight of individuals are linked. [12 marks]

A sample would need to be taken. This must be as random as possible and could be done in a town centre or hospital. Places such as schools or offices would not be a suitable place to carry out such an experiment as the type of people here are likely to be very similar, thus giving a low range of collected data. Door-to-door questionnaires would be a good idea as the sample would be completely random and reach all types of people.

Once the data is collected, a graph is probably the best way to display it. This shows clearly the pattern obtained. A scatter graph would probably be the best graph to plot as this would enable a line of best fit to be draw, giving an average approximation of the links between heights and weights. Anomalous results could be easily detected and a statement of correlation clearly defined.

The problems with collecting such data is that many people are uneasy to give out such personal information. This could cause problems with collecting enough data to give a reliable reading. It could cause problems in the sample being random too as people most likely to withhold such information are females, particularly aged 16-40. This would not give a clear and fair display of the whole of society. Sampling can never be completely random either. Standards of living can vary a lot from region to region or even country to country. However using the method I described, suitable and reliable data should be able to be found.

Examiner's comment

Note that the candidates' response contains spelling and grammatical errors and these have been retained. The piece starts well by declaring the need for a sample. The idea of collecting by moving from door to door would work for a small community but it has its drawbacks. Regression analysis would certainly show the trend through a scatter of points. The candidate also notes the danger of anomalous results. Towards the end of the piece the link of the text to the question is less clear.

Scored 8 out of 12.

An example of a script from Level 4

The question:

Describe how you would investigate the suggestion that the height and weight of individuals are linked.   [12 marks]

You could first go around and collect data from different people. You could go around collecting data using questionnaires. With the data you could create a graph or diagram. I would suggest using a scatter diagram. Lets say for example you asked 10 people their height and their weight. You could create a line of best fit.

I would say that to an extent the taller you are then the heavier you are. The exceptions would be due to the type of build the person has.

Examiner's comment

This is quite a crisp short piece. There is data collection and some analysis. However the method of collection is not specified and the size of sample is inadequate. The data to be collected is not clear e.g. clothed weight nor are the units to be used. Using a scatter diagram and line of best fit is a sound approach though here they lack clarity. The conclusion was not needed to answer the question but no penalty for its inclusion other than time.

Scored 4 out of 12.

4 F733: Domain Exploration: Applying Synoptic Skills

Lesson Plan

Learning objectives:

- to recapitulate, reinforce and extend students' previous experience and knowledge base in systems and techniques of classification;

- to demonstrate briefly two classification systems and their operation and reinforce students' understanding of these;

- to use this experience and understanding to design and implement a classification exercise and present it to the class

(a)   Assumed previous experience/knowledge base and revision

In delivering this material it will be assumed that students are familiar with the notion of classification as exemplified in

- the Linnaean taxonomy and/or

- the Dewey Decimal system

and the initial activity will consist of a discussion and revision of these concepts on a handout, or PowerPoint presentation with students writing up the definitions as a reinforcement.

A level Biology students in the group could provide a useful leadership focus for the activity involving the Linnaean taxonomy.

Preliminary remarks could refer to the notion that in naming things we define and classify them.

Suggested student worksheet content:

(i)   The Linnaean Taxonomy applied to Human Beings:

Division	Terminology	Definition
Kingdom	**Animalia**	having eukaryotic cells with cell membranes but no cell wall, multicellular and heterotrophic (ie needing nutrients to grow and survive)
Phylum	**Chordata**	having a notochord – in simple terms a backbone

Class	Mammalia	warm blooded and hairy, bearing live young which are nourished with milk secreted in mammary glands
Order	Primatae	having collar bones, forward facing eyes, grasping hands with fingers, and mixed dentition – *ie* possessing two types of teeth, incisors and molars
Family	Hominidae	upright posture, large brain, stereoscopic vision, flat face, hands and feet differentiated as to purpose
Genus		**Homo** "man", having an S-curved
Species	Homo Sapiens	spine, high forehead, well developed chin, thin skull, bones

The full Linnaean taxonomic descriptor of the human race is thus ***Animalia Chordata Mammalia Primatae Hominidae Homo Sapiens***

(ii) The Dewey Decimal System as it applies to the school/college library:

The worksheet should also contain the following information on the Dewey Decimal System.

- this system divides all knowledge into ten main subject areas

- each area is assigned a numerical range beginning with **N**00 and

- ending with **N**99

- Dewey numbers always have three digits before the decimal point: this will show the general area of knowledge

- the number of digits after it refines the classification until it shows the smallest possible grouping of books dealing with a subject area

000 - 099	General subjects, Computing
100 - 199	Philosophy, psychology
200 - 299	Religion
300 - 399	Social sciences
400 - 499	Language
500 - 599	Natural sciences, mathematics
600 - 699	Technology (applied sciences)
700 - 799	Arts, entertainment
800 - 899	Literature
900 - 999	History, geography

The main subject areas are subdivided into smaller and smaller sections, giving more specific subjects. As subjects become more specific, the classmark becomes longer.

600 - 699	Technology (applied sciences)
620 - 629	Engineering
621	Applied physics
621.3	Electromagnetic and related engineering
621.38	Electronic and communication engineering
621.384	Radio and radar
621.384 13	Radio components and devices

621.684 136	Radio receiving sets
621.384 136 6	Types of sets

Each Dewey Decimal class-mark has at least three digits, and these first three digits will be whole numbers. For example, these class-marks are in the order in which they would appear on the shelves:

005	Computer programming
572	Biochemistry
615	Pharmacology
658	Management

Most class-marks then have more numbers after a decimal point. These class-marks are shelved in decimal order, for example:

005.1	Computer programming
005.12	Software systems analysis and design
005.133	Computer programming languages
005.3	Computer programs

There will often be more than one book with the same classmark. To keep the books in order on the shelves, we add the first three letters of the author's name to the end of the class-mark (or the first three letters of the title if there is no author). For example:

615.892 FLA	Sticking to the point, by Bob Flaws
628.42 WAS	Wastes (no author)

An example of the system in operation would be

Title of Book	My Pet Hamster
Author	Nigel Taylor
Dewey no	636.93233

Explanation of Dewey Number:

636	Looking after animals
636.9	Other mammals
636.93233	Hamsters

(b)   Group Activity

Now that the students have looked at two good classifications ask them to list four characteristics of a good system.

A good classification has the following characteristics:

* is flexible – the Linnaean system (designed in 1735) and Dewey system (designed in 1876) accommodate much that was undiscovered or unknown at the time of their publication;

* is simple – the basic outline is to begin with a single division and arrive at detailed classification by continuous subdivision;

* is logical – typically following a numerical or alpha-numeric sequence;

* is useful – as well as organising and codifying information tidily, the way in which it gathers and classifies information is a basic tool in research of all kinds.

Student Activity

The students will carry out a short exercise where they build a simple classification. This short exercise will have the following stages:

- choosing a topic on which to carry out a survey

- designing a set of questions to elicit the required information

- designing a system by which the information may be recorded and classified.

Ideally class or group discussion will produce a number of workable ideas from the students themselves, but in case this does not work or is not possible, suitable topics could include the following, for which worksheets [on the model below] could be produced in advance of the lesson.

- a survey of the group's leisure habits

- a survey of the group's use of transport to get to and from college each day

- a survey of the group's reading habits

- a survey of the group's television watching habits.

Students will be provided with a template for a questionnaire and a template for recording the information, and a deadline (probably the next General Studies session) by which they should have carried out the survey and recorded the information and be ready to present a summary of it to the rest of the class.

The format and extent of the exercise will be dictated to some extent by the subject matter chosen and limited by time available. It should be made clear that this is a technical exercise in gathering and classifying information in the first instance, although there is no reason why the information gathered and classified should not be used as a basis for further work. As an exemplar here is a questionnaire and classification template for the leisure survey above. It will be seen that this is a format adaptable to a variety of subject matter.

WORKSHEET FOR USE IN THE LESSON

Questionnaire template

(1)   Age _____

(2)   Gender _____

(3)   Is your favoured leisure pursuit (a) active (b)   passive? (<u>underline one</u>)

(4)   Is your favoured leisure pursuit (a) a group activity (b) a solitary activity?

(5)   Is your favoured leisure pursuit (a) competitive (b) social?

(6)   Is your favoured leisure pursuit (a) indoor (b) outdoor?

(7)   Is your favoured leisure pursuit (a) seasonal (b) yearlong?

(8)   Is your favoured leisure pursuit (a) in an organised club (b) self-programmed?

(9)   Is your favoured leisure pursuit (a) available locally (b) at some distance?

(10)   Is your favoured leisure pursuit (a) a recent interest (b) a lifelong interest?

Classification Template (assuming 10 responses)

1	2	3a	3b	4a	4b	5a	5b	6a	6b	7a	7b	8a	8b	9a	9b	10a	10b
17	M		/	/			/	/			/		/		/	/	
17	M		/	/			/	/			/		/		/	/	
18	M	/		/		/			/	/		/		/				/
19	F		/	/		/		/			/		/	/		/	
16	F	/		/			/	/			/	/		/				/
17	F	/		/		/			/	/		/		/				/
18	F		/	/			/	/			/		/		/	/	
19	M	/			/	/			/		/		/		/	/	
20	F	/		/			/	/			/	/		/				/
19	F		/		/		/	/			/	/			/		/

Summary of Classified Findings

Ten Respondents: 4 MALE, 6 FEMALE: Age-Range 16 – 20 years: Average age 18 years					
Descriptor	**Male**	**Female**	**Descriptor**	**Male**	**Female**
Active	**2**	**3**	Passive	**2**	**3**
Group	**3**	**5**	Solitary	**1**	**1**
Competitive	**2**	**2**	Social	**2**	**4**
Indoor	**2**	**5**	Outdoor	**2**	**1**
Seasonal	**1**	**1**	Yearlong	**3**	**5**
Organised	**1**	**3**	Self-prog	**4**	**2**
Local	**1**	**4**	Distant	**3**	**2**
Recent	**3**	**3**	Lifelong	**1**	**3**

(d) Consolidation

Class discussion of the student activity ought to bring out the following points:

- a questionnaire, to be kept simple, needs to consist entirely of closed questions

- there will, despite this, remain anomalies, gaps and overlaps in the survey and these should be identified and discussed[1]

- given constants in the sample (age, gender) should always be identified and tabulated

- no conclusion need be drawn as to the findings of the survey although there is no reason why these should not form the basis of further lessons developed from them – the aim of the lesson is to give students practical experience of developing a classification.

(e)   Plenary/Summary

Review the following concepts related to the Learning Objectives:

- definitions of taxonomy, classification, open and closed questions

- the scientific use of taxonomy in the Linnaean system

- the use of taxonomy in classifying printed media in the Dewey Decimal System

and invite further examples of classifications in everyday use eg

- Yellow Pages telephone directory

- Restaurant Menus

- Supermarket layouts (suppose the products were shelved in alphabetical order)

- Roget's Thesaurus.

---

[1] in the given example, there are problems of definition of terms like active/passive, group/solitary, competitive/social, organised/self-programmed: these problems may be identified in discussion and a range of possible solutions explored.

(f)   Resources to support the lesson

The five websites below contain a variety of information and links concerning the subject matter of the lesson and also provide ideas for further development.

www.nhm.ac.uk   information and links concerning **Carolus Linnaeus**

www.oclc.org/dewey/resources/tour   an online tour of the **Dewey Decimal** system, how it works and how it has developed

www.taxonomywarehouse   a web dictionary of taxonomies, thesauri, classification schemes, and other authority files from around the world

en.wikipedia.org/wiki/Taxonomy   articles that explore the various kinds of taxonomy and their use

www.officeport.com   explores **Bloom**'s taxonomy and gives an overview which could also be useful at later stages in a General Studies course.

Exemplar Essays

The Composite Extension Question: Introduction

The composite extension question is part of Unit 733, Domain Exploration, which allows the candidate to explore, think and understand concepts and ideas in the three domains – Cultural, Scientific and Social. It can focus on research techniques or thinking skills – evidence gathering, taxonomy, classification, analysis - which may be used in one of the domains examined in the other Units. It is framed in such a way that a candidate may, in answering, focus on one of the domains or draw upon all three.

In this example, the Composite Extension question refers to another (compulsory) question on the Unit 733 paper, an exercise in classification reproduced below. A brief examination of this question and its solution will place the Composite Extension question usefully into its context.

Question

Consider the following list of buildings found in a large village:

Doctor's house	School	Public house	Village shop/Post Office
Doctor's surgery	Church	Village hall	Bus shelter
Detached house	Farm house	Workshop	Bungalow
Terraced cottage	Public toilet	Stables	Youth hostel
Gift shop	Vicarage	Guest house	
Butcher	Greengrocer	Manor house	

(a)   Sort the list into three groups, labelling them A, B and C.

(b)   Give each group a name which reflects its membership, and explain the reasons for the grouping you have made.

(c)   What difficulties did you encounter in forming your classified lists?

It will be seen that the most appropriate grouping is

A: Family Homes   B: Community Amenities

C: Business Premises

and that a substantial number of the buildings can readily be fitted into one category (and one category only) thus:

A: Family Homes	B: Community Amenities	C: Business Premises
Bungalow Terraced cottage Detached house Manor house	Public Toilet Doctor's Surgery Bus Shelter Youth Hostel School Church Village Hall	Gift shop Guesthouse Workshop Butcher Greengrocer Stables

In carrying out this classification, the candidate is:

- recognising three groups, labelling them and giving them descriptive names

- giving reasons, in naming the groups, for bringing their members together

thus identifying evidence and offering a straightforward analysis.

The candidate is also using knowledge-based skills to show understanding that

- group members should have as much in common as possible;

- the difference between groups should be as wide as possible;

- no group should be very small, have a single member or no members.

However, the candidate will realise that

- only eighteen of the buildings listed have actually been classified;

- the classification should include all twenty-two buildings;

- the remaining four buildings offer difficulties in that all of them may be placed convincingly in two groups and one of them in all three.

In completing the exercise by recognising this ambiguity and describing how it weakens the classification the candidate will demonstrate that

- the vicarage has three functions;

- the farmhouse has two;

- the post office/village shop and the public house are primarily business premises but will also have secondary functions as community amenities.

In these cases the primary function of each of these buildings should be used.

The mark scheme for this question is as follows:

AO1 Knowledge (4 marks)

- understands that within-group variance should be smallest;

- understands that between-group variation should be as large as possible;

- understands that the number of groups (three) should include all the buildings on the list;

- understands that no group should be very small or have no members.

AO2 Evidence and analysis (8 marks)

- makes recognition of three groups;

- gives names appropriate to group members;

- gives reasons for bringing members together in group;

- points out difficulties, weaknesses or ambiguities in the groupings.

AO4 Communication (1 marks)

- awarded for a coherent account linked to the tasks set.

In summary, this question, though straightforward, is not without its minor intricacies, and will test the full range of candidates' ability given that it requires reasoning that is both speedy and accurate and can recognise inconsistencies and cope with them, as well as the ability to present a concise and lucid answer against the clock.

And importantly, it also provides any candidates inexperienced in working with classifications with useful practice upon which they may base their attempt at the compulsory Composite Extension question.

The specimen question is as follows:

Explain how researchers in cultural studies or the sciences or social sciences might find the grouping and classification of items, such as that used in the question above, of use in their investigations. Use another example to support the points you are making.

The mark scheme notes that 11 marks are available for this question.

The Assessment Objectives balance is as follows:

AO1	Knowledge	4 marks
AO2	Evidence, analysis and conclusion	4 marks
	(including an appropriate example)	2 marks (reserved for example only)
AO4	Communication	1 mark

When marking answers to this question an A grade script can expect to receive about 80% of the marks available and an E grade 40%.

An example of a very good script from Level 1

Confronted with a mass of data collected in a questionnaire, the researchers' immediate task is to organise it into a manageable format. If, for example, they have collected information by questionnaire and interview about leisure activities of young adults between the ages of 25 and 30 in a suburban area, the information they have gathered may of itself suggest a classification which will help them to organise it.

Suppose the questionnaire asked people for their age, gender, family status and educational level and then explored, through a set of closed questions their leisure pursuits. People could be asked if their pursuits were undertaken alone or in a group, whether they were competitive or social activities, indoors or outdoors. All of this information could be entered on a table by the researcher.

The researcher could then classify people into groups according to their leisure activities. They could find that competitive outdoor pursuits are mainly done by males under the age of 27. It would be useful to give each group a name that describes their activities. The key thing is that the classification organises the mass of data and reveals grouping that were not obvious at the start.

Of course classifying is not as simple as it sounds. Some activities will fall into two (or more) categories – a pub quiz, for example, is both social and competitive. This means that the classification has to be improved. In the case of the pub quiz, this could be achieved by asking a further question of the respondent, say, about whether winning the quiz matters more than enjoying the evening out. This shows the importance of doing a pilot questionnaire to make sure the questions are working well.

If the classification of the data suggests common features and trends in the leisure pursuits of these young adults, or gaps in local provision, then the researcher could assist those who market leisure activities. Finally, if the classified results of the survey are not as expected – e.g. that 75% of 27 year old men spend all their leisure time at home watching television– then the classification will have shown a flaw in the research process which will need to be revisited if it is to be of further use.

Examiner's comment:

The candidate shows a clear and detailed understanding of the classification process, showing how categories are suggested by the data, applied and then refined if necessary, as well as incorporating basic variables such as gender and family status. The addition of a practical conclusion makes this a very distinguished answer.

In choosing the example of leisure pursuits and building the answer around it, the candidate embeds substantial amounts of evidence and analysis into the answer as well as offering a thoughtful conclusion. The example itself is used as a basis for some lively and well informed discussion.

The text is an example of compact, lucid, and lively writing which makes this answer a pleasure to read. Appropriately sophisticated vocabulary supports clear thinking and expression. An answer like this would come from an exceptionally well-informed, thoughtful and accomplished candidate.

An example of a sound script from Level 1

When a researcher has collected a mass of data their first task is to organise it into a manageable format. For example, suppose they have collected information about leisure activities of young adults between the ages of 25 and 30 in a suburban area. They may have done this using a questionnaire made up of closed questions. The information they have gathered or the layout of their questionnaire may suggest a classification which will help them to organise it.

One way would be to classify leisure pursuits as active or passive, solitary or group, competitive or social, indoor or outdoor. The researcher could then make a table and include the age, gender, family status and educational level of the people surveyed. Another question that could have been asked is how far the people travel to enjoy their leisure pursuits. From the table the researcher has the difficult task of putting the people into groups. Each group would need to have a name.

As the classification progresses there will be problems. Someone may say that their main leisure pursuit is entering the pub quiz. The researcher might not know if this is , for example, for social or competitive reasons. It could, of course be for both reasons. This will show that the classification needs to be refined as well suggesting ways in which it could be done. In the case of the pub quiz, this could be achieved by asking a further question of the respondent, say, about whether winning the quiz matters more than enjoying the evening out. The researcher is trying to find out the main reason.

If the classification of the data suggests common features and trends in the leisure pursuits of these young adults, or gaps in local provision, then the researcher could assist those who market leisure activities. Finally, if the classified results of the survey do not make sense then the classification will have shown a flaw in the research process which will need to be revisited if it is to be of further use.

Examiner's comment:

The candidate shows a clear and detailed understanding of the classification process, showing how categories are suggested by the data, applied and then refined if necessary, as well as incorporating data such as gender and family status. The conclusion makes this an answer deserving of a Level 1 mark.

In choosing the example of leisure pursuits and building the answer around it, the candidate embeds substantial amounts of evidence and analysis into the answer as well as offering a thoughtful conclusion. The substantive difference from the previous example lies in a marginally less detailed development

Though no less lucid, the style of this answer lacks the sophistication of the previous script, both in vocabulary and style. The lively humour has also disappeared

An answer like this would come from a very well-informed, thoughtful and accomplished candidate, who covers many of the points in the mark scheme lucidly and accurately, lacking only the touch of flair which marks the candidate of true distinction.

An example of a script from Level 3

A researcher would gather a large number of facts which then have to be put into some sort of order, and to do this they would need to have some sort of system to classify their findings. If they didn't do this it would take forever to work anything out.

If their enquiry was about (in cultural studies for instance) the reading habits of a group of people, they would need to know whether they bought them new or second-hand or borrowed them from freinds or a libary. The researcher would want to know things like their age, sex, occupation and social class so that they could work out whether reading books or buying them or borrowing them had anything to do with what jobs people had or how old they were or maybe whether they were men or women. The researcher would need to think of labels for different categories of people and how they used books.

Researchers might collect facts by talking to people or giving them questionnaires to fill in, and to start with they would need to use a computer to collate all the things they found out.

Libraries and bookshops would want to know about research like this.

Examiner's comment:

The candidate has a grasp of the essential tasks of data collection and the development of conclusions. The simple style in which the answer is written does not detract from this understanding but prevents any substantive development.

The candidate shows clear awareness of the process of gathering evidence, forming a classification and drawing conclusions, as well as some grasp of the practical use of such surveys. An example is used. This is a clear if uncomplicated analytical response to a question more intricate than it seems.

Workmanlike & straightforward expression in a conversational rather than a written style. Clear but colloquial with a number of spelling errors.

This answer engages with the essential elements of the question, and is a competent and adequate response. The candidate shows straightforward, if pedestrian, understanding, and the answer is cast in a clear, if inelegant, style.

An example of a script from Level 4

When reserchers want to find things out they need to collect alot of facts by surveying people and put them into groups such as by age or sex or income. This will be a big ask because there will be alot of facts to look at and decide how they should be organised. For instance a resercher might want to find out what kind of telly programes people liked to watch and so he would need to ask them what they watched and when they watched it and why they enjoyed it. Then he would be able to look at who likes to watch eg sitcoms or soaps or reality, makeover or news, comedies and VH1. Coming to definate answers could be quite hard as it all depends how he organises all the facts

that people have told him. Plus not everyone can fit into the catergories that he has made and this could be a problem.

Examiner's comment:

The candidate grasps the essentials of research – the gathering and processing of information, and shows limited understanding of the process of classification.

The response shows some limited analytical response with some analysis of generalised evidence. An example is given but not analysed

The candidate's style is limited and exhibits several spelling and grammar errors, but expression does not get in the way of meaning, and so a mark for clarity is awardable

This response is limited in clarity, understanding and analysis, but on the grounds that the candidate has engaged, albeit with limited success, with the essentials of the question the award of a level 4 mark is appropriate.

5 F734: Culture, Science and Society: Making Connections

Lesson Plan

It is recognised that the teaching of General Studies varies from Centre to Centre. With that in mind, this lesson is offered as a 'stand alone' unit. Teachers will be able to see where extension opportunities might be available if the theme is to be taught over a longer period.

Lesson length is assumed to be one hour, with the expectation that the essay question would be answered at a later date.

Lesson title: Beyond the stable state: continuity and change

Recap of previous experience and prior knowledge

(This could be used as the 'warm up' to the main activity of the lesson).

- General items from the newspapers of the previous week. (This could be organised in the form of a quiz involving pictures or putting missing words into headlines, along the same idea as 'Have I Got News for You'). Items to be selected would offer the opportunity for looking at each domain (cultural, social, and scientific) and any links between them.
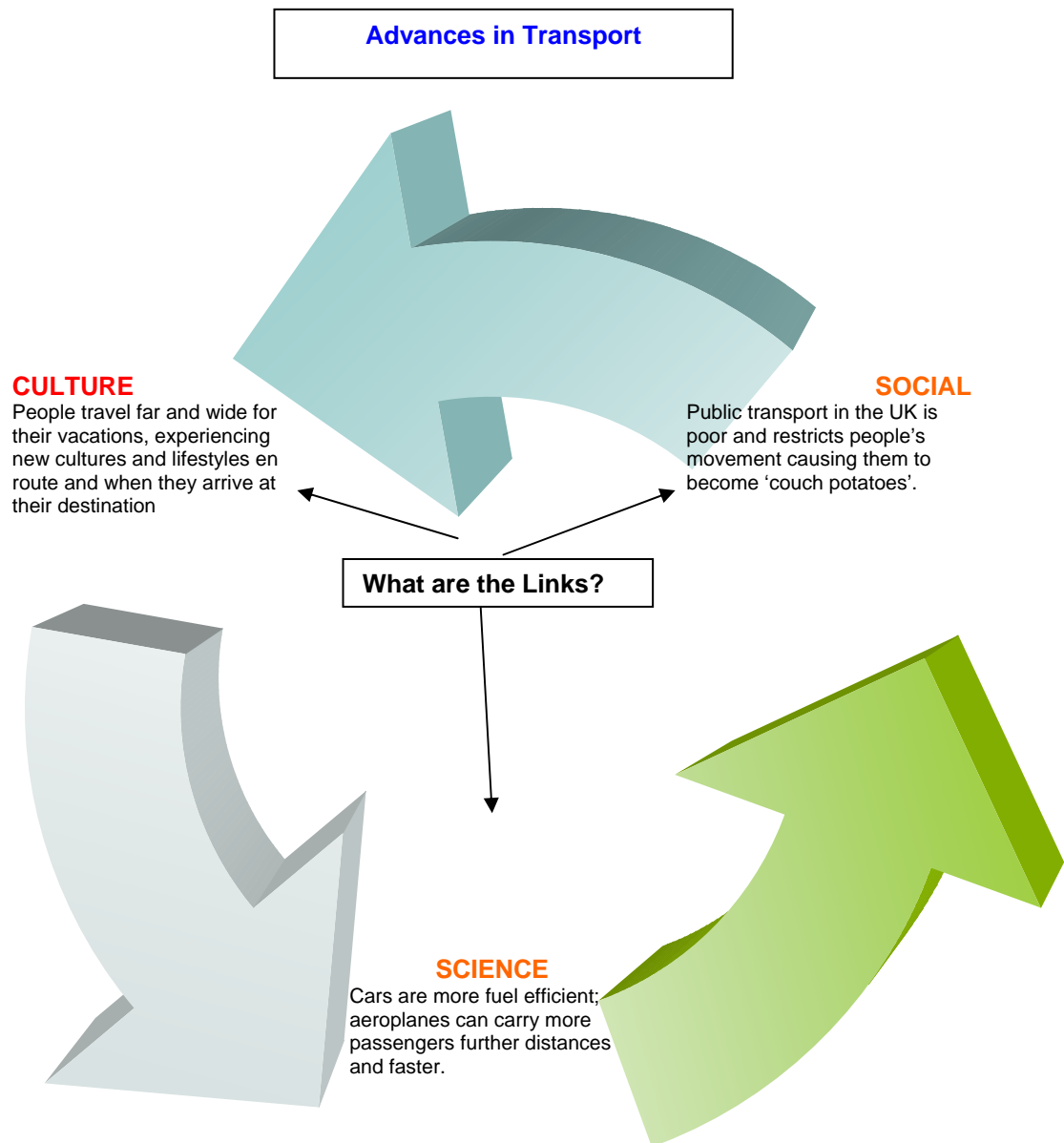
Learning objectives for the lesson

- Raise awareness of issues within each of the three domains and exploring links which exist between them directly and implicitly.

- Help students to begin to value and expand upon these links in oral and written forms.

- Help students to begin to appreciate the issue of 'cause and effect' in relation to everyday life.

Content

- A warm up activity to assess prior knowledge and stimulate discussion (5-10 minutes) Students to work in pairs.

- Some teacher input about the experience of changes during their own lifetime. (For example the fact that television was monochrome until the middle 1960s, that mobile phones are relatively recent innovation, that typing lessons used to be part of the school curriculum, and that microwave ovens did not exist) (5 minutes).

- Students are asked to consider changes within their own life time so far and to consider what new developments there might be in the next 50 years. This is an individual activity (5 minutes).

- Role play activity in pairs:

    o Imagine that one of you is a reporter and the other is the interviewee who is 65 years old (and possibly still employed). Generate an interview about 'Memories of my childhood and how things have changed' (10 minutes).

- Pairs then enact their interviews to the group to share the issues which arose with the whole class (clearly this will be time and number dependent) (5 minutes).

- In groups, students discuss and focus on issues such as:

  o attitudes towards cloning and genetic engineering;

  o advances in transport;

  o changes in monetary transactions (cash, card, cheque etc.);

  o the state of world health;

  o concerns about the environment and global warming;

  o wars, terrorism, and the peace movement;

  o causes of an increase in some crimes;

  o issues surrounding global poverty

Students should consider ways in which there may or may not be change in the next 50 years. They may consider the ways in which an issue that originates in one domain might impact on one or both of the others. (5 minutes for discussion followed by 10 minutes to prepare Presentations). The Presentation could be in any format such as 'PowerPoint', a mind map or buzz diagram, a 'rap', a news interview or a role play. Groups can make their own choice. It is important to explore the three domains and their links – for example:

Advances in Transport

CULTURE
People travel far and wide for their vacations, experiencing new cultures and lifestyles en route and when they arrive at their destination

SOCIAL
Public transport in the UK is poor and restricts people's movement causing them to become 'couch potatoes'.

What are the Links?

SCIENCE
Cars are more fuel efficient; aeroplanes can carry more passengers further distances and faster.

Consolidation

- Students give feedback in groups on the issues they have been discussing. This would be followed by a discussion of the points raised by each presentation, looking for common ground, overlap of ideas, links and conflicts. (PowerPoint presentations could be left to the end of the feedback period in case there is insufficient time for all presentations)(10 minutes).

- Students should record the main findings in notebooks or diaries.

- The session should be followed up with a practice essay. Construct an essay title that will grow out of the topic and ideas researched by each group, for example:

  'Describe three ways in which people's travel habits have changed in your lifetime. Describe one cultural, one scientific and one social change that could be linked to the travel changes you have described.

This offers the students a chance to review the work that they have discussed and presented and use it to furnish the essential ingredients to a fairly searching examination question. There is scope to develop, formulate, and mould a range of ideas and arguments. The key issue remains that students are trying to predict change and that the rate of change varies depending on the topic being reviewed.

Student Activity

Prompts to help with role play activity

For the interviewer:

Your task is to get the interviewee to begin to tell of their experiences of the changes that have taken place in their lifetime. Try to include reference to the three domains and construct questions which may offer the opportunity to explore links. You will need to agree the question areas with your partner before you begin. Remember that this conversation will be taking place in 2057!

You might want to start the conversation with something that sets the scene for the audience:

•	Good morning Mr Smith, thank you for agreeing to talk to us this morning about your memories of (sport/shopping travel) fifty years ago in 2007. I'm sure our young listeners will be fascinated by the history you will share with us.

You would then begin by asking about something that has definitely happened. For example your first question might be:

•	Tell me about your childhood. What was school like? How did people travel or communicate talk with one another? These questions relate to real issues, which your partner can answer and so will settle both of you into a conversation.

As an interviewer it is a good idea to repeat back in summary the points made by the interviewee. This will help them remember more and tells them you are really listening.

Then you might want to ask a more general question, for example about food shopping. Remember that in your own lifetime there have been a number of changes. People can order shopping online for delivery from supermarkets. In 2057, will there be a virtual supermarket? Carefully structured and worded questions can present and result in synoptic outcomes. A question about on-line shopping could link with socialisation issues and developments in communications.

Your interview should have about five to six questions. Some of these will be to get more information in relation to an answer you have already had. For example, you might ask whether Elizabeth II was still the ruler when the Olympics happened. Remember to thank the person you have interviewed at the end.

For the interviewee:

•	There will be about 5 to 6 questions in your interview. Some of these will be additional questions to get more information about something you have already said.

•	You will need to have a lot of imagination if the interview is to be successful. Your first question will be about your own childhood and school. This is an easy question and is there to make you comfortable in the interview situation.

- The second question will be about the London Olympics in 2012 or the World Cup in 2006. You will have some knowledge of opening ceremonies and so should be able to imagine what our opening ceremony would have looked like.

- The remaining questions will require you to have imagination. You might be asked about the changes to the way people shop, or the way they travel, or where they go for holidays.

- You will need to agree the question areas with your partner and then the two of you can suggest ways in which aspects of life might change.

- A good way to start will be to think about the changes that have taken place in your own lifetime and then think about how quickly some of these have come about. Then try to think about how things might change. Refer to some movies (e.g. 'Minority Report' for methods of dealing with crime) for ideas if you need them.

Exemplar Essays

One of the common aims of educators is to prepare students to be able to answer examination questions to the best of their ability. To this end there can be little argument about the need for answers to be planned and set out in a clear, coherent, and logical way.

However, aside from any stress the students may have in relation to taking examinations, there are additional time constraints.

If a student divides their time between two questions equally there are 45 minutes for each essay during which the candidate needs to:

- read the stimulus material

- gather and assemble ideas to plan an answer

- write a response coherently and fluently.

This section will look specifically at issues in relation to the synoptic paper and will consider responses in relation to the question in Section B of the Specimen Assessment Materials.

In awarding an essay marks in the top band the important issue is the ability of the candidate to show the interrelationship and links between the three domains. These candidates may suggest a 'thread' which connects each the issues that they have discussed.

The essay title

Using your own ideas and beliefs, analyse the links between culture, science and society in establishing priorities for the UK government in the 21st century.

[The question is supported by two resources that raise some current concerns].

The essence, of course, is to make sure that the candidate answers the question, which in this case has four parts:

- a cultural priority for the 21st century

- a social priority for the 21st century

- a scientific priority for the 21st century

- an outline (and discussion) of any problems that might be faced when tackling each of the above.

An example of a script from level 1

There are several issues that need tackling in the modern world, in relation to science, culture and society. However, in my opinion, there are three which take priority. The three targets would be to slow global warming, reform cultural attitudes and fight world poverty. However with technology developing at such a rapid rate and new inventions becoming available which claim to be able to change our lives, no one can predict what the future has in-store.

In relation to science, global warming is not only a current problem, it also has many potentially serious implications for the future generations of mankind. The future irreversible climate change that has been predicted by scientists for many years is rapidly becoming present. Polar ice caps are melting at an alarming rate, resulting in raised water levels globally. It has been predicted that within the next decade some small islands around the world, with living inhabitants, will disappear

beneath sea level. Scientists also predict that within the next few decades world climate change will be changes irrevocably, with the Gulf Stream disappearing and the earth being plunged into another ice age. Source 4 demonstrates the justified concerns of the population when it comes to global warming. In my opinion, scientific advancement in other fields is of secondary importance when compared to the future of our world, and the main focus of scientists should be to encourage cutting down on fossil fuel emissions and find alternative methods of producing power for our growing population.

One of the main future focuses of science seems to be the use of biomass as an alternative energy source. Biomass centres around growing forests and using the energy produced from their combustion to create electricity. Emissions from this kind of energy production can be reused in the growth of more trees. Building wind farms is also a top priority when it comes to producing renewable energy. Creating such methods of harvesting would not only tackle global warming issues, it would also result in a cleaner atmosphere and might help solve unemployment issues by producing jobs needed to run the processes.

However there are many problems facing mankind when it comes to facing this single problem alone. Money for one is a big concern. The money required to build these plants and wind farms is great in itself, and building a wind farm is not a method of profit-making. The 'comfortable' existence that many people have become accustomed to also plays an enormous role in the growing problem of global warming. Despite countless government attempts to educate people about energy conservation, many people still leave lights switched on when they leave a room, many leave televisions on stand-by over night, using up more electricity than they would watching television in the evenings. The cause of this misuse of energy (and waste of money) is, in my opinion, one of the biggest cultural issues facing our world in the 21st century.

Unfortunately we now live in a 'must have' society, where people require instant gratification for any action they undertake. Children and teenagers look up to unrealistic depictions of 'perfect' role models in celebrities, expecting to be given similar lifestyles by their parents. They expect everything to be given to them for little or no work, causing a future generation of selfish and spoiled people. Children expect and aspire to become famous without any skill or talent in a particular area. It has been well documented on television that many teenagers in our society wish to be famous just for the sake of being famous, and do not aspire to be known for any particular skill. It seems the coming generation of adults wish for nothing else but fame and money, and expect it to be given to them without personal effort. It is this kind of selfish and naïve view that contributes to global warming. People are too involved in 'the now', seeking the instant gratification that they require without thought for the consequence. People will not turn a television off at night time before they go to sleep because they are 'too lazy' to walk to the set to turn it off. People leave lights switched on in rooms because they want them to be on when they return. Children and adults seem to require the use of a car to travel a distance that could be covered with five minutes of walking. It is not only global warming that this is contributing to, children are losing respect for adults and authority and this, along with many other problems facing society are a cause of the 'must have' society.

One such problem which has had much media coverage over the last year is world poverty. Poverty is still rife in many third world and developing countries. Countless people die from it every day needlessly, be it from starvation, treatable disease, HIV/AIDS, lack of water and countless other things. There is enough food on this planet to feed every human being, and more than enough water to satisfy the demands of our species. This makes the fact that poverty and famine can still exist in our world unforgivable. As humans, we are now too selfish to think about others in parts of the world that are not as fortunate as ourselves, and this is something to which our 'must have' attitude undoubtedly contributes. In 2005 the concert 'Live8' was broadcast globally, appealing to the most powerful people in the world to do something about poverty in countries such as Africa. At the time, this had a great impact on the people who watched, but the effect of this has somewhat faded in the time since. People have returned to their regular lives and few think of the

people starving in other countries. The biggest problem society faces in the 21st century is eliminating such poverty by giving people the means to help themselves. Currently the only aid most third world countries get are donations of food and money. In order to solve this problem, richer countries in the world need to provide the means for third world countries to become developing countries, so they no longer need to depend on donations. Donations in themselves could be said to be negative for the planet, as transporting supplies across such distances would certainly result in the production of greenhouse gases.

Examiner's comment:

The essay is clearly structured and well written. The candidate cites three main examples which are related to the three domains of science, culture and society. For a very high mark the text would need to draw the readers attention to the linking of each point with a domain.

The essay clearly had a planning phase and after a clear introduction deals with each of the main points in developed paragraphs. Unfortunately the paragraphs are not as well focused as they might be and at times they do not hold close to the question as set.

Note how candidate discusses the priority about which they feel they have the greatest knowledge first; perhaps out of comfort and perhaps also because if they run out of time they will inevitably have to write less about an aspect with which they lack comfort.

Perhaps a weak point in the essay is that each of the three points is not analysed with specific reference to the question. At A2 examiners would expect candidates to stay close to the question set.

Each of these scenarios creates issues in relation to time management but one would hope that Centres will offer students advice and opportunities to practice answering examination questions, and synoptic questions in particular.

Obviously the key to a good answer is to give as much information and analysis as possible in a succinct manner.

An example of a script at Level 3

This essay looks at three areas where government priorities should be established for the 21st century.

In science we are already on the way to fighting Global Warming with the Kyoto Agreement. The Kyoto Agreement was set up to tackle the issues of global warming. However the main problem with this is that key countries (that use a lot of fossil fuels) have not signed up to this agreement. This makes it very difficult to meet set targets. Tony Blair announced recently that it would be impossible for the United Kingdom to reach their own targets. Not only are countries not meeting targets but the agreement will expire in several years. To prevent Global Warming from becoming a reality something must take Kyoto's place. People's attitudes must change if targets are to be met. To cut carbon emissions and to recycle more, the general public must be given information and also alternatives to their everyday wastage of fuel.

A cultural issue that has come to the forefront of politics recently is world poverty. Events and campaigns such as 'Live Aid' and 'Make Poverty History' campaigns have helped to bring about awareness. Targets have also been set to reduce world poverty to a minimum level. The poorest countries are in severe debt and to help this, the richer countries that they have borrowed from (USA, Britain, etc) are cancelling the debt in situations where it will help bring prosperity. A problem in doing so is that in all cases, cancelling the debt will not help these countries. Again the British Government is falling behind its targets. This means that by 2050 poverty will still be a serious issue

The main social issue to fight would be equality: gender; religious; race, etc. Again equality relies upon changing people's views. The only way to do this is to educate them. The gender equality act was passed in the 1970s (1975). This gave women equal opportunities for work and pay. However a recent survey carried out by the Government showed that there is still discrimination within the work place especially with pregnant women. These women are sacked or demoted as companies do not want to lose money. This issue has only just been acknowledged by our Government that passed an equality act thirty years ago. In the work place it is not only gender equality that is a problem but also race and disability. In recent years the Government has acted upon disability discrimination with a nationwide campaign involving television advertising. They also passed a bill which forced all business to have easy access for wheelchairs, all shops and workplaces must have easy access. Accessibility is not the main problem but prejudice is. The Government advertisements show disabled people not progressing in the work environment. These adverts were designed to change people's attitudes. It is the need to change people's attitudes through education that is the key to solving the issues of equality, global warming and world poverty.

In each of these areas there is a need for the government to develop new plans for the 21st century.

Examiner's comment:

The strength of this essay is the linking of its three main paragraphs to each of the domains. Science, culture and society are mentioned in the first few words of each paragraph. This is good and indicates to the examiner the clear track that the candidate is following.

The three main paragraphs are clear and draw attention to the problems being faced. They should perhaps move on a little to bring forward priorities for the government. For example in the science paragraph more could have said about alternative sources of power and recycling as ways to combat global warming. Any analysis would have been able to point out how difficult these policies are for governments. Similarly in the other two main paragraphs alternative policies could have been included with some analysis of their implementation.

However the candidate does leave the reader with a clear view of each problem and some of the variables involved.

The paragraph on poverty could have been expanded to include its occurrence in more developed countries.

If this candidate could have shown some common ground between these issues the essay may well have been lifted to the top of level 3 or even level 2.

An example of a script from level 4

This question is about establishing priorities for the UK government in the 21st century. I believe that charity begins at home so the first thing the government should do is to focus on problems in the UK. A scientific problem would be the way energy has become so expensive. From the cultural domain all the problems of multicultural Britain come to mind. Socially the government has to face up to criticism of the NHS, schools and pension.

There does not appear to be very much that the government can do about energy costs. Petrol is very expensive and older people are finding it very difficult to heat their houses in the winter. If these are to be a government priority it may mean increasing taxes but this defeats the whole idea. Somehow we have to need less fuel.

The challenge of a multicultural country is one that the government has had to take very seriously since 9/11. At the moment they are considering special lessons in schools and tests for people

wanting to come and live here. People are not longer sure what multicultural means. Some are wanting the government to give priority to pushing Britishness and pride in the country.

Socially the government has put money into the NHS and schools. There has been some progress but the better things get the more people want. The priority has to be to get people to realise how well off they are. This is very difficult because the media are always telling people about mistakes and accidents.

The three priorities are then energy costs, multiculturalism and people being content socially. None of these will be easy to get.

Examiner's comment:

The essay does not need to restate the question at the outset unless it is to interpret an aspect. The first paragraph is promising with boundaries established and three priorities mentioned. The text is not at this stage very clear about what is to be a priority.

The three main paragraphs in the body of the essay discuss an issue or priority from each of the domains. This is a clear strength of the essay. Where the essay is weak is that, having identified an issue, the paragraphs do not go on to analyse the situation. There are hints of actions that governments could do but these are never explored.

The final paragraph is to the point but could perhaps have gone back to the beginning to note that only a UK context had been examined.

The candidate clearly has access to the question, refers to all three domains and writes within the right territory. It is certainly worthy of a level 4 mark.

There are times when the style is clumsy and the expression less than agile. However the meaning is there.

The three essays used here show a range of candidate responses and give some indication of the strengths and weaknesses of each approach. The key points for success are to:

- make a plan for the essay and stick to it;

- write in short sentences if the candidate lacks good communication skills;

- make sure that the points raised and explanations given relate to the question asked; find a link between the issues which are going to be raised;

- give clear examples when this occurs.

This will at least allow the examiner to see the thought processes which informed the preparation of the answer.

6   Exemplification of Specification Content

The Social Domain

In the AS and A2 examinations the questions will be set using only the content stated in the specification. However centres have asked that Principal Examiners expand on the headings in the specification with indications of the curriculum areas that would support the specification topics. The lists that follow are intended to serve that purpose. They are far too extensive to be considered the curriculum for any one student.

Centres are reminded that questions will be set in such a way that candidates will be free to draw upon their own examples and their own selected content to support their responses.

The expanded content given here is for curriculum guidance and will not be used when Principal Examiners are setting questions.

1.   Political Systems, Processes and Goals (AS)

The British political system

Political processes and goals (AS)

The British political system

How government is formed
- the outcome of a General Election, the role of the Queen and the move into number 10
- the roles of
  - the monarch, public duties, audiences with the prime minister, state occasions
  - the prime minister, leader of the government, formation of the cabinet, public duties
  - the cabinet, holders of ministerial rank, formation and confirmation of policy
  - parliament, the Houses of Commons and Lords, government and opposition, the passing of laws and scrutiny
  - local government, implementation of national policies at local level, its scope and what it must provide, Council Tax, local politicians and professional officers, the emergence of Mayors.

Political parties

- political parties in England, Scotland, Wales and Northern Ireland including their names and main policies including Conservatives, Liberal Democrats, New Labour, SNP, Plaid Cymru, Democratic Unionists, Sinn Fein, Ulster Unionist, the BNP, and the Greens
- leading political figures
  - the nature of political leadership as exemplified by different personalities e.g Winston Churchill, Margaret Thatcher, Tony Blair, Ian Paisley, Nick Griffin
- areas of political controversy
  - issues such as privatisation, nationalisation, electoral reform, freedom of speech, the response to terrorism, identity cards, surveillance, and phone-tapping

-examples such as the 'nanny state': politics and public health such as the ban on smoking; policies on obesity and alcohol; multiculturalism and the quest for political correctness
-social issues such as : personal freedom and choice vs. social responsibility e.g. the hunting debate

- the role of pressure groups
-what is a pressure group? What methods and tactics do they use
-examples of the work of pressure groups e.g Live 8
-how lobbyists work
-the scope of pressure: can illegality ever be justified? Can the rightness of a cause ever justify blackmail, libel or threats to personal safety e.g. the activities of the Animal Liberation Front?

Voting issues

- why people vote in a particular way
-voting on principle, for themselves, their families, in protest
-the manifesto, the campaign, 'spin', party political broadcast and media coverage
-influence of issues such as tax, employment, religion, ethical and social beliefs.
- first past the post versus proportional representation
-definitions of the two systems, their advantages and disadvantages
- voter turnout
-concerns for low turn out, compulsory or voluntary voting, alternative ways to vote
- the use of referenda
-examples of their use and value e.g. in the EU
- the use and value of opinion polls
-do they reflect or change public opinion, how they are taken and examples of the results

The European Union

- EU origins
-the rebuilding of Europe after 1945, economic co-operation, membership
- EU organisation
-European Commission, the European Parliament, the Council of the European Union, the European Council, the European Court of Justice and the European Central Bank. EU citizens elect the Parliament every five years.
- the Euro
-launched in 1999, Europe's single currency is now shared by 15 EU countries and around 320 million citizens, making it one of the world's most important currencies and one of the EU's greatest achievements.
- political issues relevant to the EU
- the constitution of the EU, harmonisation, the Common Agricultural Policy, the freedom of movement, terrorism, sovereignty, financial affairs, law and order.

Social and economic trends and constraints (AS)

The public sector

- **the British Education system**

  -how state schools are financed

  -system of school organisation such as nursery, infant, junior, high, first middle, junior high, grammar and sixth form colleges

  -the characteristics of grammar and comprehensive schools, city academies and faith schools

  - the national curriculum: framework or straitjacket?

  -the aims of education: personal, national, moral

  -the social role of education: opportunities for improvements and conflicts within society

  -academies and the role of private finance in state education

  -higher education for 18 year olds – advantages and drawbacks

  -tuition fees and their effect on the social class of higher education entrants

  -"hard" vs. "soft" subjects

  -the purpose of education: utilitarian vs. Arnoldian models.

- **the National Health Service**

  -an historical perspective – "from the cradle to the grave"

  -an overview of how the NHS works – the GP, the hospital system, ancillary services e.g. health visitors, medical social workers and midwifery

  -ethical questions arising from financial constraints placed by governments

  -should the NHS have limits to its provision e.g. in such areas as cosmetic plastic surgery?

  -do we expect too much of state medicine e.g. in being able to offer up to the minute (and very expensive) treatments?

  -should people suffering from "self-inflicted" illnesses be penalised?

  -is there scope for the NHS to extend its coverage to involve complementary medicine?

  -NHS bureaucracy – myth or fact?

  -preventative medicine and health education – who is responsible for it?

  -the patient as consumer – rights and responsibilities.

- **the emergency services**

  -Fire, Police and Ambulance services – an overview of provision: a national or a local service?

  -are local variations in service levels acceptable?

  -should workers in the emergency services be forbidden to strike?

- **problems in providing educational, health and emergency services**

  -demand, provision and costs, reconciling these competing aspects

  -public perception of the quality of provision

  -the role of National Insurance contributions

  -the people who use public and private services.

The Private Sector

- **private enterprise**

  - what is private enterprise?

  -the customer and the shareholder – balancing expectations

  -employers' roles, rights and responsibilities to shareholders, customers, employees and the general public

  -the rights of employees and of customers

  -ethics in business: the exploitation of workers at home and abroad e.g clothing, electrical goods and toys

  -fair and unfair competition: the problems for small businesses, the rise of the multinational corporation

  -big business and customer privacy – the loyalty card as a means of information gathering

  -multinational corporations and the "corporate country".

Privatisation

- what is privatisation? Why privatise? What are the problems?

- an historical perspective; was privatisation successful or unsuccessful during the 1980s e.g. BT and the railways

- advantages and disadvantages of privatisation to the employer, the employee and the customer

- the limits of privatisation – are there some industries and services which ought to remain in public ownership?

- the fairness of the compensation payments made to private shareholders when an industry is nationalised when no compensation is paid when the opposite is the case.

Problems of Private Provision

- the private employer's balancing act – shareholders want large dividends, employees want generous wages, customers want cheap goods or services

- the issue of profit causing ethical dilemmas in such areas as medicine and education

- the provision of private medicine and education creating a two tier system which can be seen as socially divisive and unfair

- the provision of private education which can exclude the highly intelligent student from a financially poor background

- the acquisition of power by multinational companies which extends beyond the commercial sphere.

Work and Leisure

Changes in employment patterns

- the idea of a "job for life" or a "career"

- the movement of the working population in the UK from manufacturing to service industries

- the growing number of people who work for the state

- the effect of the Internet and efficient global communication on work such as call centres for UK firms being located abroad where labour is cheaper

- an increase in the number of people working from home using ICT

- the abolition of the statutory retirement age

- trends towards the equality of opportunity for women

- the issues relating to ageism in the workplace.

Unemployment

- issues arising from long-term/permanent unemployment

- unforeseen unemployment caused by de-skilling

- unemployed or unemployable? – the skills deficit that exists with some school leavers

- public perceptions of unemployment: benefit fraud

- job-creation schemes and their effectiveness

- is unemployment necessary or inevitable in a mixed economy?

The world of work and work experience

- issues of equality at work – age, sex, disability and sexuality

- employees' rights and responsibilities

- harassment, bullying, discrimination in the workplace

- flexible working hours

- maternity, paternity and family leave

- working from home

- cyber-employment

- advantages and disadvantages of work experience.

Changing patterns of leisure and leisure opportunities

- the trend from active to passive in leisure pursuits

- the selling of leisure as a product in gymnasia, leisure centres and theme parks

- the growth of family leisure attractions e.g. Aquaria

- shopping as leisure – families at e.g. The Metro Centre in Gateshead, The Trafford Centre in Manchester

- shorter working hours and longer holidays – the expectation of more than one holiday each year

- activity holidays e.g. Centre Parcs

- the growth of academic courses in leisure and tourism, leading to structured leisure industry: a contradiction in terms?

The Division of wealth

The division of wealth among different social classes

- the redistribution of wealth according to the saleability of talent irrespective of social background e.g. professional footballers, pop-singers, models, financial services employees

- the growing gap between the rich and poor

- an observed concentration of wealth into the hands of a small number of people

- extravagant salaries and bonuses available to industries such as finance and retailing

- increasing expectations in housing, transport, travel, pensions, holidays among the skilled working classes and middle classes.

Wage and Salary levels for different jobs and why they vary

- discrimination through terminology: a wage is a weekly sum paid to a semi skilled or unskilled worker: a salary is paid to a professional

- wage and salary levels are an index of how a job or profession is seen to be valued in society rather than intrinsic merit: thus a surgeon will earn less than a professional sportsman

- a large number of people are paid the minimum for work which though seen as menial is essential such as street cleaning

- the operation of market forces as a substitute for value judgements as to the social worth of jobs

- the loss of negotiating power by trades unions leading to a stabilisation of wages and salaries.

Transport Issues

Provision and quality of services

- the privatisation of transport and its effect on provision

- rural under-provision and its isolating effect

- public transport perceived as inefficient, dirty and inadequate, and in the case of the railways, very expensive to use

- the transport industry employs 4 million people in the UK. Change must be gradual.

The use of private transport

- the growth of car ownership

- car ownership seen as a status symbol as well as a necessity

- vehicle size and taxation

- private transport seen as a symbol of individuality

- 60% of journeys made by private cars are less than five miles, but the total distance travelled this way is increasing.

Commuting

- the population movement away from cities has led to huge expansion of suburbia and hence the need to commute

- the provision of new rail links is very expensive and disruptive

- the UK is not a cyclist-friendly country

- the daily movement of millions of people is a huge expense of energy and time which we can ill afford

- although 2.5 million employees now work from home, employers remain cautious about implementing such schemes

Causes of Congestion

- the vast (and continuing) growth in car ownership and use

- concentration of employment into city centres or business parks

- an inadequate road system

- inflexibility in working hours - demand is regular and cyclical.

Solutions for Congestion

- congestion charges

- compulsory park and ride schemes for commuters

- closure of city centres to private traffic

- car sharing

- bus and taxi lanes on urban motorways

- HOV vehicle schemes on urban motorways.

2.   Explanation and Evaluation of Human Behaviour (AS)

Influences on human behaviour

On individuals

- biological: genetic inheritance, diet, environment and disease

- social: primary socialisation (parents and family), secondary socialisation (neighbourhood, peers and school), broadcast and written media, social norms and customs, social class

- ethical: belief systems, values and norms, both religious and societal

- role models both positive and negative.

On communities

- shared norms relating to social and personal expectation, education, work, family life and social interactions

- shared ethical or moral values in relation to the social environment e.g. a council estate or a middle class suburb

- physical, mental and emotional health, reaction to stressors in these areas

- political and religious pressure to conform

- inherited characteristics.

How people can effect change

- exercising their franchise both locally, nationally and internationally

- raising consciousness within their families and communities of the need for change and development

- the formation of informal and formal groups motivated politically, ethically or socially by the recognition of and desire for change

- lobbying via local, national and international politicians, media and respected individuals to present their case to the local and national community

- the organisation of demonstrations, letter-writing campaigns and eye-catching communal events to raise local and national consciousness preferably involving television and other media

- recruiting political support so as to change or develop party policy with a view to having legislation drafted and passed

- where appropriate, the canvassing of support from international bodies of standing e.g. the United Nations, the World Council of Churches, Oxfam to raise consciousness and initiate action world wide

- recruiting celebrities willing to lend their names to a campaign e.g. Live 8.

Tension within communities

- causes of tension: racial, religious or social, brought about by challenges to local norms of behaviour initiated by a minority group

- friction between racial groups: Black, Asian, White British, Muslim, Hindu, Sikh

- friction between religious groups: Christian, Muslim, Jewish

- religious sub-groups: the religious right and the liberal Church of England

- friction between social groups e.g. between those living on a sink council estate adjoining a middle class suburb

- social tension caused by unemployment, especially if this is linked with perceived racial injustice

- political tensions inflamed by politics e.g. the British National Party.

Harmony within communities – in place of tension

- the promotion of understanding between racial, social or religious elements within a community: information, sharing of ideas and the promotion of tolerance

- the building of respect for the boundaries between communities

- seeking alternatives to confrontation

- helping respected community leaders to use their influence in creating understanding and tolerance

- shared social events e.g. a Diwali party for the whole community

- recruiting the help of social work professionals to work with volatile elements within the community

- encouraging the involvement of local and national politicians to act as symbols of communal harmony.

3.   Examination and appreciation of ideologies and values in society (A2)

Political ideologies

- recognition and description of the main political ideologies which underpin British society: Conservatism, Socialism through New Labour, Liberal Democracy, and Nationalism in Wales and Scotland

- an awareness of other political ideologies separate from the main parties: the Green Party, the British National Party and pressure groups such as Liberty

- how the values of these parties are presented: the redistribution of wealth, coalition government, desire for political independence

- the importance of an ecological approach to social progress, racial discrimination and separatism and the freedom of the individual

- existence of divisions within political parties and how these may influence policy making and ultimately our everyday lives.

Social, economic and political issues

- multiculturalism and religious tolerance

- the "respect" agenda

- reconciling individual liberties with communal agenda

- the euro

- house prices and first time buyers

- the pensions crisis and the provision for the elderly

- the disengagement of the electorate from the political process

- the inflexibility of the two or three party system in UK politics

- the limits of the state's influence on individual lives.

Ideologies, values and everyday life

- how we treat, deal with and respect others and our reasons for this

- how we value other individuals and communities and the contribution they make to society and why we do so

- how we tolerate and encourage diversity in all areas of daily life

- how much conformity we feel entitled to insist on

- equality in practice.

4. The Nature of Objectivity in Social Sciences

Research methods and their reliability

- the gathering of empirical evidence

- the questionnaire: the necessity for carefully designed, closed questions to admit accurate interpretation of answers

- interview: necessity for all interviewees to be asked the same questions

- participant observation: necessity for the observer to be aware of his/her own personal boundaries

- statistical research: need for accurate co-ordination of mathematical data

- the use of the internet in online questionnaires, electronic interview, and participant observation in e.g. a discussion forum

- awareness that the reliability of the conclusions depends as much on the researcher's interpretation as it does on the research method.

Different viewpoints within the social sciences

- using alternative frameworks to gain understanding

- gathering of data by social scientists

- the separation of opinion from fact, especially in areas where an individual's perception of himself is in question

- is objectivity in social science possible?

5. The relationship between Law, Society and Ethics (A2)

Crime, law enforcement and the criminal justice system

- the mechanics of the law: arrest, remand, magistrates and Crown courts, the adversarial system and the presumption of innocence

- court procedure, prosecution, defence, judgement, sentencing, probation, imprisonment, remission, parole

- the nature of a life sentence.

The causes of crime

- causes such as greed, lack of scruple, poverty, drugs and social deprivation

- the result of stress such as abusive parenting

- a sense of social breakdown or social disorder

- unjust, draconian or inappropriate law enforcement such that acceptable behaviour in one community becomes criminal in another

- family breakdown and consequent lack of care

- criminal behaviour learned through sub-cultural peer groups

- emotional or personality disorders resulting from childhood trauma.

How they might be tackled

- effective personal and social education

- alleviation of social deprivation such as extreme poverty

- effective and sensitive monitoring of parenting

- alleviation of social breakdown or social disorder

- consistency of approach to all sections of the community

- effective systems to deal with family breakdown

- effective counselling and psychiatric social work to deal with emotional or personality disorders

- breaking the cycle of deprivation.

The police, the courts and the difficulties of law enforcement

- the necessity for perceived separation between police and the law court

- the purpose and effect of punishment – rehabilitation, punishment or a mixture of the two? getting the balance right

- the necessity of protecting the public from criminals

- bail bandits

- the ineffectiveness of prisons in rehabilitating criminals

- probation, 'ASBOs', tagging: are these effective?

- the police: overwhelmed by the volume of reported crime?

- the professional criminal and the law.

The law and important ethical and social dilemmas

- privacy: the right to privacy is also the right to conceal

- the ethics of surveillance, both public and private

- secrecy: does the public have an absolute right to know?

- the need to know vs. the right to know

- the power of life and death: abortion, dealing with PVS patients, progressive terminal illnesses, euthanasia

- racial, sexual, gender, religious or personal discrimination and the ethics of free speech

- recreational drug use and the law

- animal rights, PETA or ALF?

- a child's right to privacy over things such as contraception.

Opposition to the law and how it is expressed

- ethical and peaceful demonstrations, petitions and letter writing campaigns

- the targeting of individuals in a cause e.g. at Huntington Life Sciences

- organised and legally prosecuted campaigns to change the law

- stunts and pranks to gain media attention e.g. Fathers for Justice

- the organised breaking of the law with police knowledge e.g. mass trespass on private land

- sit-down protests, marches, rallies

- organised attacks on property and the police.

The Cultural Domain

1.   Beliefs, Values and Moral Reasoning (AS)

Knowledge, belief, and unbelief.

What is knowledge?

* something acquired through study and experience

* the confirmation of beliefs

* proof and empirical fact

* the perception of the truth.

What is belief?

* religious belief such as:

    a   Monotheistic (Christianity, Judaism, Islam)

    b   Polytheistic (Hinduism, Buddhism, Sikhism)

    c   New 'religions' (Hedonism, Agnosticism, Atheism)

* belief in ourselves and others

* who or what persuades us that something is true?

* who do we trust and why? e.g. persons, organisations.

* what role do the formative influences of the family and school play in promoting self-belief?

What is unbelief?

* things and events that have promoted scepticism and doubt.

* a lack of understanding and belief in the origin of gods (due to the compelling nature of the Big Bang theory).

* commonly held 'beliefs' that cannot be supported by enough empirical evidence and truth e.g. superstition, legends.

* Instinct, indoctrination, personal experience, faith and revelation.

* when do we act without thinking and why?

* what makes people impulsive?

* the influence on our lives by other people through such things as religion, school and politics.

* the danger posed by individuals in sects and cults or are these a refreshing change?

* the respect that we have for others whom we hold in high regard and esteem and the influence they have on us e.g. parents, siblings, teachers, religious leaders, public figures.

* how we can learn through our own life experience of events.

* our ability to tell right from wrong and where and how we learn these concepts.

- the importance and relevance of faith in our everyday lives. Where we find it and how difficult it is to access or appreciate.

Matters of conscience

- the individual's moral response to matters of conscience such as abortion, euthanasia, drugs, animal rights.

2. Media and Communication 1 (AS)

After considering a range of media including newspapers, magazines, periodicals, film, video, television, and the internet, candidates should be given the opportunity to evaluate the following:

Current developments in the media and communications

- analogue to digital – the quest for improved quality

- the growth of television as the main form of communication

- 'instant', 'as it happens' news through satellite links

- dedicated channels for separate elements such as news, sport, documentary, food

- the evolution of the cellular telephone and electronic messaging in place of other forms of verbal and written communication

- multi-screened cinemas and their effects on people's social lives and communities

- the internet: its power and influence over people's lives, shopping and gaming, education, travel.

Strengths and weaknesses of the media and its ability to communicate

- the power of the editor or director in selecting what we see

- the varying dimensions and content of media and the differing effects this has on us e.g. a newspaper report compared to a television report

- the influence of celebrities in conveying ideas and issues through the media and the way they become respected and credible sources of truth (or disbelief)

- the issue of circulation and access of the differing kinds of media.

3. Creativity and Innovation (AS)

The creative process

- how do artists think, make decisions, and become inspired?

- what are the integral parts of the process? Working to a brief or commission, improvisation, the constraints of materials and budgets

- the uses and potential of different materials and media and their appropriateness in differing situations

- is art meant to surprise and shock or please and gratify?

- factors which must be taken into account when designing, constructing, composing, and filming in a variety of contexts.

The development of styles, forms and techniques adopted by artists

- artists' styles and their link to social and historical contexts

- the limitations placed on artists by their chosen form and media

- the interlinking of art forms and the development of new forms from old ones

- the uniqueness of the styles, forms and techniques of some artists.

The role of the arts and their benefit to people

- the arts as: an historical record, a measure of excellence and esteem, an entertainment, a leisure pursuit, a therapy

- arts as an important school experience in the process of human development.

Arts will include architecture, fashion, photography, painting, sculpture, stage, screen, music, and the written word – candidates should be familiar with **two** of these nine areas.

4.   Religious belief and experience and connections between them (A2)

Central tenets of any one religion and how they are translated into everyday living

Candidates are expected to know the central tenets of one religion and the issues that arise as they are translated into everyday life.

- is religion necessary in contemporary society? Is it just old-fashioned and out of date?

- is religion different to other kinds of belief?

- do the tenets of any religion 'make sense' or are they mysteries?

- are all religions equal or is one better than all of the others?

- can religious concepts be translated into everyday ideas and actions?

Alternatives to religion

- Humanism, Nationalism, Materialism, Hedonism – their ideas and how their practical implications in everyday life.

- what would be the effects of a world without religion where the alternatives were prevalent?

- the idea of a world without religion where a different and equally acceptable set of values and norms are in evidence.

- Can religious concepts be translated into everyday ideas and actions?

5.   Media and Communication 2 (A2)

Moral activities arising from the activity of the media

- the freedom of the press

- the extent that the law can control the press

- the power of editors and owners to dictate content which is unsavoury or morally unsuitable for general release

- the press and the publics' attitudes to pornography

- how far should the press impinge on people's privacy, especially public figures?

- the paparazzi and their actions.

Ways in which the media can influence public opinion

- how and when is propaganda acceptable?

- the extent to which editors, reporters, and photographers become involved in their work

- the dangers of the media being dominated by one person or organisation

- the influence of the media in a variety of circumstances e.g. an election or a war

- advertising and its effect on different groups within society as well as individuals.

6.   An understanding and appreciation of the changing nature and importance of culture (A2)

Cultures

- Western culture

- Popular culture

- High culture

What are the main elements to be found in each? The basis and origin of cultures? The importance and significance of cultures to mankind? Their status and popularity in the world.

Minority Groups: the cultures and values of any minority group whether determined by age, locality, race, religion, special interests

- the status minority cultures in global and British societies

- a comparison of values between mainstream society and a minority culture. How do these fit into society?

- the demands of minorities (such as the young and the elderly) and how this is tackled and satisfied

- the problems that race and religion present with reference to integration and the creation of a cosmopolitan society

- why do people become obsessive with regard to a hobby or sport? What are the attractions (and drawbacks)?

7.   Aesthetic Evaluation (A2)

The quality and extent of its appeal to individuals and a wider audience

• what do people find appealing in an art form? Why are some more appealing than others?

• why are some of the arts more popular and acceptable than others?

• some arts are more 'accessible'. Why?

• the connections that can be made between appeal and the ability of the audience to participate i.e. 'I cannot do this so I do not like it.'

• why are some art forms enjoy global popularity (bestsellers, artists' masterpieces. 'classic' pieces of music) and others generate only limited appeal?

Whether art carries a message or is sufficient in itself

• commissioned versus 'free' ideas

• the pursuit of established, 'safe' ideas which are simply explained and appreciated rather than new and radical departures which puzzle and perplex

• compare examples of works and discover their origins and meaning.

How we respond to and evaluate the arts including the differing experiences of seeing exhibitions or hearing performances and shows 'live'

• why do we like what we like? What are the main features that satisfy or excite us?

• the differing emotions which might be stimulated by different art forms

• the experience of the arts being performed or displayed in different venues, on different occasions, with different types of audience

• the 'live' versus 'recorded' debate.