
OCR AS GCE in General Studies (3831)

OCR Advanced GCE in General Studies (7831)

Approved Specifications – Revised Edition

First Advanced Subsidiary GCE certification was 2001

QAN (3831) 100/0606/0

First Advanced GCE certification was 2002

QAN (7831) 100/0434/8

Foreword to Revised Edition

This Revised Edition has been produced to consolidate earlier revisions to these specifications and any changes contained within have previously been detailed in notices to centres. **There is no change to the structure and only a minor amendment to the content of the specification (see below) and most differences are cosmetic.** Sidelineing will be used to indicate any significant changes.

The main changes are:

Re-sits of Units – The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once (for details see page 16).

Synoptic Assessment – It is no longer a requirement to take synoptic units at the end of the course (for details see page 15/16).

Unit 2965 The Scientific and Cultural Domains - Section 5.1, paragraph 5 Creativity and Innovation (A2) (page 36) was amended to include a fifth bullet point:

- literature (novels and poetry)

Foreword (continued)

This booklet contains OCR's Advanced Subsidiary GCE (AS) and Advanced GCE (A level) General Studies specifications for teaching from September 2004.

The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study of a two year Advanced GCE course, i.e. between GCSE and Advanced GCE. It forms the first half of the Advanced GCE course in terms of teaching time and content. When combined with the second half of the Advanced GCE course, known as 'A2', the AS forms 50% of the assessment of the total Advanced GCE. However, the AS can be taken as a 'stand-alone' qualification. A2 is weighted at 50% of the total assessment of the Advanced GCE.

In these specifications the term **module** is used to describe specific teaching and learning requirements. The term **unit** describes a unit of assessment.

Each teaching and learning module is assessed by its associated unit of assessment.

These specifications meet the requirements of the Common Criteria (Qualifications and Curriculum Authority, 1999), the GCE AS and Advanced Level Qualification-Specific Criteria (QCA, 1999) and the relevant Subject Criteria (QCA, 1999).

Contents

Foreword	2
Contents	3
Specification Summary	4
1 Introduction	7
2 Specification Aims	9
3 Assessment Objectives	11
4 Scheme of Assessment	14
5 Specification Content	27
6 Further Information and Training for Teachers	45
7 Resource List	46
Appendix A Key Skills	49

Specification Summary

Outline

These specifications aim to give candidates the opportunity to: extend their interests to a wide range of disciplines; recognise the interdependence of different areas of study and experience; think critically and logically; develop the skills of study, analysis and evaluation of chosen issues, and provide clear, accurate and effective communication of information and evaluation.

Specification Content

The specifications address the following areas:

- The Scientific Domain: Science, Mathematics and Technology
- The Cultural Domain: Culture, Morality, Arts and Humanities
- The Social Domain: Society, Politics and the Economy
- The six Key Skills of Communication; Application of Number; Information Technology; Working with Others; Improving own Learning and Performance; Problem Solving
- Thinking and analytical skills.

Scheme of Assessment

The AS GCE forms 50% of the assessment weighting of the full Advanced GCE. AS GCE is assessed at a standard between GCSE and Advanced GCE, and can be taken as a stand-alone qualification or as the first part of the full Advanced GCE course.

Assessment is by means of **three units of assessment** for AS and **six units of assessment** for Advanced GCE.

Candidates must take the following combination of units:	
AS GCE	Units 2961, 2962 and 2964 or 2961, 2963 and 2964.
Advanced GCE	Units 2961, 2962, 2964, 2965, 2966 and 2968 or Units 2961, 2962, 2964, 2965, 2967 and 2968 or Units 2961, 2963, 2964, 2965, 2966 and 2968 or Units 2961, 2963, 2964, 2965, 2967 and 2968

Units of Assessment

Unit	Level	Unit Title	Duration	Weighting	
				AS	Advanced GCE
2961	AS	The Cultural Domain	1 hour 15 mins	30%	15%
2962	AS	The Scientific Domain (Written paper)	1 hour 15 mins	30%	15%
2963	AS/A2	The Scientific Domain (Coursework)	-	30%	15%
2964	AS/A2	The Social Domain 1	1 hour 15 mins	40%	20%
2965	A2	The Scientific and Cultural Domains	1 hour 30 mins	-	15%
2966	A2	The Social Domain 2 (Written Paper)	1 hour 30 mins	-	15%
2967	A2	The Social Domain 2 (Coursework)	-	-	15%
2968	A2	Culture, Science and Society: Making Connections	1 hour 30 mins	-	20%

Each of Units 2961, 2962, 2964, 2965, 2966 and 2968 is assessed by a written examination. Units 2963 and 2967 are externally marked by OCR.

Question Paper Requirements

AS

Question papers for each of the Units 2961, 2962 and 2964 have **two** sections.

Section A provides resource material focused on the relevant subject domain on which candidates answer a series of short, structured questions. In **Section B** of each question paper, candidates are required to write at greater length on one of three topics.

A2

- Unit 2965** is an examination paper structured in **two** sections. Questions in **Section A** are drawn from the Scientific Domain. **Section B** questions are drawn from the Cultural Domain. For **each** section candidates answer **one** essay question from a choice of **three**.
- Unit 2966** is a question paper on the Social Domain. It has **two** sections. In **Section A**, candidates answer **one** compulsory question based on stimulus material. In **Section B** they answer **one** essay question from a choice of **three**.
- Unit 2968** is the synoptic unit and consists of **two** compulsory questions. The questions require interpretation of, and comment on stimulus material provided and extended writing in essay form.

Coursework Requirements

Units 2963 and 2967 each consist of an OCR-set assignment. The topics are drawn from the Scientific Domain (Unit 2963, AS) and Social Domain (Unit 2967, A2). The assignments are externally marked by OCR.

Overlap with other qualifications

These specifications may be combined with any other Advanced GCE / VCE qualification. Overlap in subject matter is to be found with all other Advanced GCE / VCE qualifications. However teaching and learning opportunities are particular to General Studies with its interdisciplinary approach.

1 Introduction

General Studies at AS GCE and Advanced GCE is a subject in its own right which integrates knowledge from different disciplines. These specifications involve the study of important topics from science and technology, the arts, humanities and the social sciences, and interconnections between these areas of knowledge.

The specifications aim to encourage the development of thinking and analytical skills as well as the transmission of factual information.

The specifications develop, but do not depend on, knowledge, understanding and skills gained at GCSE.

No specific prior knowledge is required, although candidates are encouraged to apply their knowledge gained from other disciplines.

Progression Opportunities

These specifications for General Studies offer two main progression opportunities. They can form part of a level 3 programme of study leading to level 4 and 5 studies in Higher Education or directly into employment. Success in the study of General Studies is often an important factor in securing a place in a Higher Education institution.

1.1 Certification Title

These specifications are shown on a certificate as:

- OCR Advanced Subsidiary GCE in General Studies.
- OCR Advanced GCE in General Studies.

1.2 Language

These specifications and associated assessment materials are available in English only.

1.3 Overlap with other qualifications

These specifications may be combined with any other Advanced GCE / VCE qualification. Overlap in subject matter is to be found in all other Advanced GCE / VCE qualifications. However teaching and learning opportunities are particular to General Studies with its interdisciplinary approach.

1.4 Exclusions

Candidates who enter for this AS GCE specification may **not** also enter for any other AS GCE specification with the certification title General Studies in the same examination series.

Candidates who enter for this Advanced GCE specification may **not** also enter for any other Advanced GCE specification with the certification title General Studies in the same examination series.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for these specifications is 7810.

1.5 Code of Practice requirements

These specifications will comply in all respects with the 2004 revised Code of Practice.

2 Specification Aims

These AS GCE and Advanced GCE specifications in General Studies are designed to encourage candidates to:

- develop a greater awareness of human knowledge, understanding and behaviour;
- integrate knowledge from a range of disciplines in a way that will allow candidates to develop a synoptic view of how they relate to one another and to show how each may contribute to the understanding of issues being studied;
- appreciate that there are various ways of interpreting different types of information and assess the relative merits of evidence in order to understand such concepts as objectivity, neutrality and bias;
- think critically, logically and constructively about significant problems, acquire an appreciation of the strengths and limitations of different approaches and demonstrate an ability to justify their own;
- develop a critical awareness and understanding of perennial and contemporary issues and develop a greater awareness of their historical and contemporary contexts in order to enhance skills of evaluation;
- communicate with coherence and clarity in an appropriate format and style.

2.1 Spiritual, Moral, Ethical, Social and Cultural Issues

General Studies attempts to integrate different fields of human knowledge. It therefore asks candidates to reflect on the nature of human knowledge and experience of the world. This introduces candidates to spiritual, moral, ethical, social and cultural issues.

Studying human knowledge and experience raises many questions about, for example: artistic creativity and aesthetic appreciation; the uses and limitations of scientific method; ethical and social issues in science; debates about religious, political and economic issues; the role of moral and philosophical values in society.

Answers to such questions will inevitably differ widely. However, where appropriate, they should demonstrate awareness of the issue concerned, factually-supported opinion, evaluation and a reasoned conclusion.

2.2 Environmental and Health Issues

These issues are addressed primarily in Units 2962 and 2964 (AS) and Units 2965, 2966 and 2968 (A2).

Examples from the Scientific Domain include:

- greenhouse gases and global warming;
- health and fitness;
- conservation and environmental pollution;
- disease control and health;
- foods and pesticides;
- waste disposal.

And from the Social Domain:

- housing provision, health services;
- travel and transport.

Amplification of the coverage of environmental and health issues will be found under 5 - Specification Content.

2.3 The European Dimension

The specifications support the European dimension in education, in accordance with the report *Environmental Responsibility: An agenda for further and higher education* (HMSO 1993) and the Resolutions of the Council for Ministers (EC 1998). For example, in the Cultural Domain (Section 5.1) there are examples of content with a European perspective. The Scientific Domain (Section 5.2) considers a range of environmental issues that have a European perspective as well as the work of European scientists. In the Social Domain (Section 5.3) there is consideration of political issues in the context of the UK and EU.

2.4 Avoidance of Bias

OCR has taken great care in the preparation of these specifications and assessment materials to avoid bias of any kind.

3 Assessment Objectives

These specifications require that candidates demonstrate the following assessment objectives in the context of the content and skills prescribed.

Candidates should be able to:

- AO1** Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines;
- AO2** Communicate clearly and accurately in a concise, logical and relevant way;
- AO3** Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data, concepts and opinions;
- AO4** Demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations.

The assessment objectives are weighted as follows:

	AS GCE	A2	Advanced GCE
AO1	35%	25%	30%
AO2	15%	15%	15%
AO3	35%	35%	35%
AO4	15%	25%	20%

3.1 Specification Grids

The relationship between the Assessment Objectives and the units of assessment is shown in the following specification grids.

AS

Assessment Objectives	Unit 2961 (%)	Unit 2962 (%)	Unit 2963 (%)	Unit 2964 (%)	AS specification (%)
AO1	10	10	10	15	35
AO2	5	5	5	5	15
AO3	10	10	10	15	35
AO4	5	5	5	5	15
Weighting in AS (%)	30	30	30	40	100
Weighting in Advanced GCE (%)	15	15	15	20	50

Unit 2963 is an alternative to Unit 2962.

A2

Assessment Objectives	Unit 2965 (%)	Unit 2966 (%)	Unit 2967 (%)	Unit 2968 (%)	A2(%)	Advanced GCE (AS+A2) (%)
AO1	10	5	5	10	25	30
AO2	5	5	5	5	15	15
AO3	10	15	15	10	35	35
AO4	5	5	5	15	25	20
Weighting in A2 (%)	30	30	30	40	100	-
Weighting in Advanced GCE (%)	15	15	15	20	-	50

Unit 2967 is an alternative to Unit 2966.

3.2 Quality of Written Communication

In accordance with Assessment Objective 2, all units require some responses in continuous prose and, therefore, include the assessment of quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling.

At AS, **Section B** in Units 2961, 2962 and 2964 requires candidates to write at length and, in such exercises, quality of written communication is assessed within the overall mark.

At A2, Units 2965, 2966 and 2968 contain questions which require candidates to respond in the form of an essay. The generic criteria for marking include assessment of quality of written communication.

The assessment criteria for Units 2963 and 2967 also assess quality of written communication.

4 Scheme of Assessment

Candidates take three units of assessment for AS GCE, followed by three units of assessment at A2 if they are seeking an Advanced GCE award.

Unit	Level	Unit Title	Duration	Weighting	
				AS	Advanced GCE
2961	AS	The Cultural Domain	1 hour 15 mins	30%	15%
2962	AS	The Scientific Domain (Written paper)	1 hour 15 mins	30%	15%
2963	AS/A2	The Scientific Domain (Coursework)	-	30%	15%
2964	AS/A2	The Social Domain 1	1 hour 15 mins	40%	20%
2965	A2	The Scientific and Cultural Domains	1 hour 30 mins	-	15%
2966	A2	The Social Domain 2 (Written Paper)	1 hour 30 mins	-	15%
2967	A2	The Social Domain 2 (Coursework)	-	-	15%
2968	A2	Culture, Science and Society: Making Connections	1 hour 30 mins	-	20%

Rules of Combination

Candidates must take the following combination of units:	
AS GCE	Units 2961, 2962 and 2964 or Units 2961, 2963 and 2964
Advanced GCE	Units 2961, 2962, 2964, 2965, 2966 and 2968 or Units 2961, 2962, 2964, 2965, 2967 and 2968 or Units 2961, 2963, 2964, 2965, 2966 and 2968 or Units 2961, 2963, 2964, 2965, 2967 and 2968.

Unit Availability

There are two unit sessions each year, in January and June.

The availability of units is shown below.

Unit	Unit Title	Jan 2005	June 2005
2961	The Cultural Domain	✓	✓
2962	The Scientific Domain (Written Paper)	✓	✓
2963	The Scientific Domain (Coursework)		✓
2964	The Social Domain 1	✓	✓
2965	The Scientific and Cultural Domains	✓	✓
2966	The Social Domain 2 (Written Paper)	✓	✓
2967	The Social Domain 2 (Coursework)		✓
2968	Culture, Science and Society: Making Connections	✓	✓

The availability shown for 2005 will be the same for subsequent years.

Sequence of Units

The normal sequence in which the units could be taken is either Units 2961, 2962 and 2964 or Units 2961, 2963 and 2964 in the first year of a course of study, leading to an AS GCE award, then either Units 2965, 2966 and 2968 or Units 2965, 2967 and 2968 in the second year, together leading to the Advanced GCE award.

Candidates, in exceptional circumstances, may take all chosen units at the end of their Advanced GCE course in a 'linear' fashion if desired.

Synoptic Assessment

Synoptic assessment accounts for 20% of the total Advanced GCE marks and is in Unit 2968.

The synoptic assessment in Unit 2968 involves the explicit drawing together and application of the knowledge, understanding and skills acquired and developed in different parts of the Advanced GCE course. The questions set use a range of resources, which may include text, data and illustration, leading to essay questions which allow candidates to draw together material from the course and to demonstrate the transfer of skills.

Questions in Unit 2968 develop from one domain to include the other two. Candidates are expected to demonstrate knowledge and understanding applied to a range of issues, using skills from different disciplines. This means they need to marshal evidence, select appropriate information, interpret and evaluate it in the context of the question and draw conclusions. They will need to be able to integrate information, data, concepts and opinions within the focus of the task set in the question. The questions are designed to allow candidates to demonstrate an understanding of the different types of knowledge, and of the relationship between them, as well as appreciating their limitations.

For Advanced GCE, Unit 2968 should normally be taken at the end of a candidate's course of study, but this is no longer a requirement.

Certification

Candidates may enter for:

- AS GCE certification;
- AS GCE certification, bank the result, and complete the A2 assessment at a later date.
- Advanced GCE certification.

Advanced GCE candidates must enter the appropriate AS and A2 units to qualify for the full Advanced GCE award.

Individual unit results, prior to certification of the qualification, have a shelf-life limited only by that of the qualification.

Re-sits of Units

The restrictions on re-sitting units have been removed, enabling candidates to re-take units more than once. Upon making an entry for certification, the best attempt will be counted towards the final award. This change applies to all candidates, including those who have already been entered for any units or full qualifications.

Re-sits of AS GCE and Advanced GCE

Candidates may still enter for the full qualification an unlimited number of times.

4.1 Question Papers

4.1.1 AS

Unit 2961, The Cultural Domain

(1 hour 15 minutes)

This paper is divided into **two** sections.

Candidates must attempt Section A and one question from a choice of three in Section B.

Section A: Short-answer questions, based on one or more extracts, sets of data or diagrams, are set in a variety of forms.

Section B: Two-part essay questions, the first part of each question providing a lead in to the second part which will involve extended writing. Questions in Section B are drawn from parts of the specification not covered in Section A.

Unit 2962, The Scientific Domain (Written Paper)

(1 hour 15 minutes)

This paper is divided into two sections.

Candidates must attempt Section A and one question from a choice of three in Section B.

Section A: Short-answer questions, based on one or more extracts, sets of data or diagrams, are set in a variety of forms.

Section B: Two-part essay questions, the first part of each question providing a lead in to the second part which will involve extended writing. Questions in Section B are drawn from parts of the specification not covered in Section A.

Unit 2964, The Social Domain 1

(1 hour 15 minutes)

This paper is divided into two sections.

Candidates must attempt Section A and one question from a choice of three in Section B.

Section A: Short-answer questions, based on one or more extracts, sets of data or diagrams, are set in a variety of forms.

Section B: Two-part essay questions, the first part of each question providing a lead in to the second part which will involve extended writing. Questions in Section B are drawn from parts of the specification not covered in Section A.

4.1.2 A2

Unit 2965, The Scientific and Cultural Domains

(1 hour 30 mins)

This paper is divided into two sections.

Section A The Scientific Domain: Candidates have a choice of **one** question from three.

Section B The Cultural Domain: Candidates have a choice of **one** question from three.

In both sections questions cover aspects of the areas of study prescribed for A2.

Unit 2966, The Social Domain 2 (Written Paper)

(1 hour 30 mins)

This paper is divided into two sections.

Section A: **One** compulsory question based upon stimulus material.

Section B: **One** essay from a choice of three.

Unit 2968, Culture, Science and Society: Making Connections

(1 hour 30 mins)

This paper is divided into **two** compulsory synoptic questions.

The first question requires interpretation and comment on the resource material provided.

The second question requires an essay that is normally based upon stimulus material.

4.2 Coursework

Unit 2963 – The Scientific Domain (Coursework)

Unit 2967 – The Social Domain 2 (Coursework)

Units 2963 and 2967 are externally marked by OCR.

In each of the coursework units, **one** assignment is set by OCR for each examination session. These assignments provide opportunities for the generation of evidence of all six Key Skills. The report on each assignment is expected to account for not more than 2,000 words for Unit 2963 (AS) and 3000 words for Unit 2967 (A2) and may include drawings, diagrams, computer generated images and expressions in mathematical and graphical form.

Extended assignments offer candidates the opportunity to undertake some personal research and to look critically at a wider range of sources. Such assignments allow candidates to use different techniques in the presentation of their work and this may, if they wish, include the facilities afforded by information and communications technology.

It is essential that the work produced should reveal an intellectual depth appropriate to a candidate attempting AS GCE (Unit 2963) or Advanced GCE (Unit 2967) with a realistic chance of success. Analysis of material and evidence, a grasp of concepts and principles and some originality of solution to problems is expected. Candidates should pay specific attention to the quality of written communication used.

The assignment for Unit 2963 is drawn from the content of the AS stage of the Scientific Domain. The assignment for Unit 2967 is drawn from the content related to the A2 stage of the Social Domain.

The sources used by the candidate must be listed in detail at the end of the submitted work.

The work is assessed using the following criteria.

Assessment criteria for coursework – Unit 2963 (AS)

The number of marks available for the assignment is 90 and they are awarded using the following criteria.

- 1 Selects and interprets sources and evidence (20 marks)
- 2 Understands the concepts involved (10 marks)
- 3 Communicates in a clear, reasoned and effective way (15 marks)
- 4 Demonstrates awareness of different and similar types of knowledge (10 marks)
- 5 Demonstrates ability to use problem-solving skills (20 marks)
- 6 Draws relevant conclusions (15 marks)

Criterion 1: Selects and interprets sources and evidence (20 marks)

Marks	Descriptors
1-7	Uses a restricted range of source materials/evidence, e.g. one or two texts. Extracts limited information to illustrate the main theme of the task, includes inappropriate evidence. Indiscriminate use of evidence copied from sources.
8-14	Uses a restricted range of sources/evidence. Those chosen are mainly appropriate to the task. Uses the resources to support the main theme of the task. Includes some critical comments on the ideas extracted from the sources. Limited examples of how evidence can be misinterpreted.
5-20	Selects a suitable variety of source material including, where appropriate, primary sources. Looks critically at evidence/sources used to support or refute evidence with a range of supporting examples. Uses evidence and ideas to support or refute views relevant to the assignment.

Criterion 2: Understands of the concepts involved**(10 marks)**

Marks	Descriptors
1-3	There is some confusion when dealing with the concepts involved in the task. Simple concepts are used inconsistently or in a superficial manner.
4-7	Some understanding is shown of important concepts involved in the task but shows some confusion when dealing with those of a more abstract nature. Concepts chosen are mostly used correctly.
8-10	Shows a high degree of understanding of the concepts involved in the task. The situation is analysed correctly in a coherent manner.

Criterion 3: Communicates in a clear, reasoned and effective way**(15 marks)**

Marks	Descriptors
1-5	Isolated facts and arguments are presented but with little or no explanation or coherence. Limited vocabulary. Excessive reliance on generalisation and prejudice. Regular errors in spelling, grammar and punctuation.
6-10	Facts and arguments are presented in a mostly clear manner. Recognisable sense of coherence and a generally sustained structure. The work is developed so that the main themes are readily identifiable. Some errors in spelling, grammar and punctuation.
11-15	Facts, arguments and conclusions are presented in a consistently clear manner; explanations may be followed without difficulty. Images and diagrams aid understanding of the associated text. The work is developed in a coherent and sequential way, leading to a detailed synthesis or conclusion. Almost entirely free from errors in spelling, grammar and punctuation.

Criterion 4: Demonstrates awareness of different and similar types of knowledge**(10 marks)**

Marks	Descriptors
1-3	Uses knowledge in a way that weakly identifies its differences and similarities. Relies on knowledge primarily as a means of describing facts which may not always be distinguished from opinions.
4-7	Demonstrates some capacity to show that different types of knowledge can be used for purposes of establishing facts, constructing ideas and expressing opinions. Limited recognition that types of knowledge can be similar and different.
8-10	Demonstrates clear and consistent ability to differentiate between different types of knowledge and their use in problem solving. Clear recognition of differences between facts and opinions. Identifies and understands the limitations that apply to knowledge and that not all problems can have a solution.

Criterion 5: Demonstrates ability to use problem-solving skills**(20 marks)**

Marks	Descriptors
1-7	Recognises and describes a problem in terms of simple linkage. Identifies a solution based on narrow criteria and limited critical scrutiny.
8-14	Recognises, describes and compares options which could be used to solve the relevant problems. (Limited justification for taking an option forward.)
15-20	Recognises difficulties related to problems and makes critical analysis of cause and effect. Compares options. Agrees and applies methods to check whether the problem has been solved or whether a solution is likely to be achieved.

Criterion 6: Draws relevant conclusions**(15 marks)**

Marks	Descriptors
1-5	The conclusion or summary covers only one aspect of the task. It is only loosely related to the evidence and some important evidence is not included. Some important aspects are missing. The conclusion reveals a lack of understanding in places.
6-10	The conclusion or summary covers some relevant aspects. It is usually related to evidence contained within the main body of the report but fails to cover some potentially rewarding areas. The conclusion reveals some understanding of the subject chosen but would benefit from further development.
11-15	The conclusion is broad, covering a wide range of relevant aspects. It is directly related to the evidence contained in the main body of the report and reveals a wide understanding of the subject chosen.

Assessment criteria for coursework – Unit 2967 (A2)

The number of marks available for the assignment is 90 and they are awarded using the following criteria.

- 1) Selects, interprets and evaluates sources and evidence (15 marks)
- 2) Understands the concepts involved (15 marks)
- 3) Communicates clearly and accurately in a concise, logical and effective way (15 marks)
- 4) Demonstrates relationship and limitations between different types of knowledge (15 marks)
- 5) Use of problem-solving skills for complex activities (15 marks)
- 6) Draws and justifies relevant conclusions (15 marks)

Criterion 1: Selects, interprets and evaluates sources and evidence (15 marks)

Marks	Descriptors
1-5	Uses a restricted range of source materials/evidence, e.g. one or two texts. Extracts limited information to illustrate the main theme of the task, includes inappropriate evidence. Weak evaluation of the ideas extracted from sources.
6-10	Uses a restricted range of sources/evidence. Those chosen are mainly appropriate to the task. Uses the resources to support the main theme of the task. Includes some critical and evaluative comments on the ideas extracted from the sources. Some examples of how evidence can be misinterpreted, but these may be limited.
11-15	Selects a suitable variety of source material including, where appropriate, primary sources. Looks critically at the evidence/sources used, offering evaluative comment. Uses resources, arguments and ideas to support or refute evidence with a range of supporting examples. Evaluates ideas extracted from resources. Uses evidence and ideas to support or refute hypotheses or views relevant to the assignment.

Criterion 2: Understands the concepts involved (15 marks)

Marks	Descriptors
1-5	There is some confusion when dealing with the concepts involved in the task. Simple concepts are used in a sometimes adequate but superficial manner.
6-10	Understanding is shown of some of the important concepts involved in the task but there is likely to be some confusion when dealing with those of a more abstract nature. Concepts chosen are used mostly correctly.
11-15	Shows a high degree of understanding of the concepts involved in the task. The concepts chosen are relevant and used correctly. The situation is analysed correctly in a coherent and logical manner.

Criterion 3: Communicates clearly and accurately in a concise, logical and effective way**(15 marks)**

Marks	Descriptors
1-5	Isolated facts and arguments are presented but with little or no explanation or coherence. Limited vocabulary. Excessive reliance on generalisation and prejudice. Regular errors in spelling, grammar and punctuation.
6-10	Facts and arguments are presented in a mostly clear manner. Recognisable sense of coherence and a generally sustained structure. The work is developed so that the main themes are readily identifiable. Some errors in spelling, grammar and punctuation.
11-15	Facts, arguments and conclusions are presented in a consistently clear manner; explanations may be followed without difficulty. A range of relevant supporting examples. Images and diagrams aid understanding of the associated text. The work is developed in a coherent and logical way, leading to a detailed synthesis or conclusion. Almost entirely free from errors in spelling, grammar and punctuation.

Criterion 4: Demonstrates relationship and limitations between different types of knowledge**(15 marks)**

Marks	Descriptors
1-5	Uses knowledge in a way that weakly identifies its differences and similarities. Relies on knowledge primarily as a means of describing facts with different types of knowledge unrecognised and unconnected.
6-10	Demonstrates some capacity to show that different types of knowledge can be used for purposes of establishing facts, building and testing hypotheses, and constructing ideas. Some recognition that types of knowledge can be related.
11-15	Demonstrates clear and consistent ability to differentiate between different types of knowledge and their use in problem solving. Identifies and understands the limitations that apply to knowledge and that not all problems can have a solution.

Criterion 5: Use of problem-solving skills for complex activities**(15 marks)**

Marks	Descriptors
1-5	Recognises, explores and describes a problem in terms of simple linkage. Identifies a solution based on narrow criteria and limited critical scrutiny.
6-10	Recognises, explores, describes and compares options which could be used to solve the relevant problems. (Limited justification for taking an option forward.)
11-15	Recognises complexities and makes critical analysis of relevant problems. Compares options. Agrees and applies methods to check whether the problem has been solved and whether a solution is likely to be achieved.

Criterion 6: Draws and justifies relevant conclusions**(15 marks)**

Marks	Descriptors
1-5	The conclusion or summary covers only one aspect of the task. It is only loosely related to the evidence and some important evidence is not included. Some important aspects are missing. The conclusion reveals a lack of understanding in places. Little or no critical overview of assignment and methodology
6-10	The conclusion or summary covers some relevant aspects. It is related to evidence contained within the main body of the report but fails to cover some potentially rewarding areas. The conclusion reveals understanding of the subject chosen but would benefit from further development. Recognisable if limited attempt to provide critical overview of assignment and methodology.
11-15	The conclusion is extensive, covering a wide range of relevant aspects. It is directly related to the evidence contained in the main body of the report and reveals a wide understanding of the subject chosen. Clear, critical and coherent overview of assignment and methodology.

4.2.2 Minimum Coursework Requirements

If a candidate submits no work for a coursework unit then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for a coursework unit then the work will be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be 0 (zero).

4.2.3 Authentication

As with all coursework assignments, the teacher must be able to verify that the work submitted for assessment is the candidate's own work. Sufficient work must be carried out under direct supervision to allow the teacher to authenticate the coursework with confidence.

4.3 Special Arrangements

For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*. In such cases advice should be sought from OCR as early as possible during the course.

4.4 Differentiation

In the question papers, differentiation is achieved by setting questions which are designed to assess candidates at their appropriate levels of ability and which are intended to allow all candidates to demonstrate what they know, understand and can do.

In Unit 2963 and Unit 2967, differentiation is by outcome. Candidates undertake assignments that enable them to display positive achievement.

4.5 Awarding of Grades

The AS has a weighting of 50% when used in an Advanced GCE award. An Advanced GCE award is based on the certification of the weighted AS (50%) and A2 (50%) marks.

Both AS GCE and Advanced GCE qualifications are awarded on the scale A to E or U (unclassified).

4.6 Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at Advanced GCE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

Grade A

Candidates demonstrate knowledge and understanding of a wide range of issues, drawing on different disciplines. There is evidence of a clear ability to inter-relate these issues in different contexts. They use their knowledge and understanding to interpret and evaluate information, communicating clearly and accurately in a concise, logical and relevant way. They are clearly able to reason, demonstrating skills of analysis, interpretation, evaluation and synthesis. They are able to appreciate different types of knowledge, the relationship between its different forms and their limitations.

Grade C


Candidates demonstrate knowledge and understanding of a range of issues, drawing on different disciplines. There is a clear attempt to inter-relate these in different contexts. They use their knowledge and understanding to interpret and evaluate information, communicating clearly. They use skills of reasoning to analyse, interpret, evaluate and synthesise. They recognise that there are different types of knowledge, clearly distinguishing between examples of fact and opinion.

Grade E

Candidates demonstrate knowledge and understanding of a range of issues, drawing on different disciplines. They use this knowledge and understanding to begin to interpret and evaluate information. They will distinguish between some examples of fact and opinion. They demonstrate some skills in organising and presenting information.

5 Specification Content

Knowledge and Understanding

Throughout this section the symbol  is used in the margin to highlight where Key Skills development opportunities are signposted. For more information on Key Skills coverage please refer to Appendix A.

These specifications seek to bring together three areas of knowledge referred to as domains.

These represent the domains of:

- Culture, Morality, Arts and Humanities (Cultural Domain);
- Science, Mathematics and Technology (Scientific Domain);
- Society, Politics and the Economy (Social Domain).

Knowledge should not be compartmentalised but the purpose of using the three domains is to provide recognisable parameters that will make areas of knowledge more accessible within a wide context of contemporary issues. A further aim of General Studies is to bring together the domains to illustrate the inter-relationship of knowledge in ways that cross traditional subject boundaries. This allows candidates to develop a synoptic view of how areas of knowledge can relate one to another and how each may contribute, both separately and jointly, to an understanding of the issues being studied. Candidates should appreciate that knowledge can be assembled, disseminated and interpreted in different ways and that significant problems, both within and across the domains, need to be approached in a critical and logical manner, with evidence of lateral thinking.

In each of the three domains, candidates are expected to demonstrate understanding of the meaning of significant terms, concepts, theories, models, facts, processes and general principles.

Skills

Candidates are expected to demonstrate the ability, within a multi-disciplinary context, extending over three domains to:

- (a) Select relevant material. This may include the ability to:
- locate information;
 - make and record measurements/ observations;
 - determine which pieces of information may be relevant to the solution of a particular problem.

- (b) Communicate clearly. This includes the ability to:
- use the accepted conventions of spelling, punctuation and grammar;
 - select an appropriate and concise way to convey information;
 - use a range of methods such as prose, diagrams, maps, pictures, symbols and equations;
 - present information in summary form;
 - integrate knowledge from different domains in order to present a synoptic view.
- (c) Demonstrate the ability to apply number. This includes the ability to:
- plan an activity and interpret information including that from large data sets;
 - estimate and observe over both time and measurement;
 - carry out multi-stage calculations;
 - use a range of methods involving powers, roots, scales, formulae, equations and expressions;
 - handle statistics, identifying errors by checking;
 - use the accepted conventions for the construction and labelling of charts, graphs, diagrams and scale drawings;
 - draw appropriate conclusions relating results to the purpose of the defined activity;
 - justify the choice of methods selected.

Thinking and Analytical Skills

These involve making considered judgements, forming opinions and drawing conclusions. This may include the ability to:

- think critically, logically and constructively about significant problems;
- evaluate information against available observations and data;
- solve problems, which may be both quantitative and qualitative;
- make predictions and propose hypotheses;
- present reasoned explanations for phenomena, patterns and relationships;
- interpret and evaluate opinions (judgements resting on grounds insufficient for complete demonstration);
- distinguish between knowledge (intellectual perception of fact or truth) and belief (acceptance of propositions on the grounds of authority or evidence);
- recognise common fallacies (deceptive arguments based on false premises and involving unsound reasoning);
- use deductive (from generals to particulars) and inductive (particulars to generals) arguments.

Candidates are assessed on their ability to draw distinctions between knowledge, truth and belief, to recognise common fallacies, to use deductive and inductive arguments and arguments drawn from analogy, cause and authority. Not all of these skills are assessed in any one examination.

Course Design

The content of a General Studies course is, by definition, very broad. The specifications have been designed so as to allow sufficient flexibility in course design to accommodate variations in staffing and resources and, most importantly, to ensure that the examination is testing candidates' knowledge and skills acquired from all areas of learning, not simply the topics covered in the classroom. It is intended that candidates should apply their knowledge and skills to new and unpredicted multi-disciplinary and interdisciplinary problems and issues. It is this quality which gives General Studies its distinct identity.

The following descriptions are intended to provide guidelines for course design. Courses should be designed to show the inter-relationships between themes and topics listed.

Given the options detailed in the pattern of assessment, candidates cover three subject areas at AS and three at A2. A2 differs from AS by the requirement to present greater challenge through the nature and depth of content studied, the wide range of links and connections that can be made, the greater variety of contexts and issues encountered, and the complexity of the concepts dealt with.

At AS, structured questions are set in a variety of forms in the first part of the examination paper. These are based on stimulus material. In the second part of the examination paper, candidates are required to choose one question from a choice of three. They are required to produce an answer involving some extended writing, building on skills acquired for GCSE examinations.

At A2, all candidates tackle synoptic questions in Unit 2968.

5.1 Culture, Morality, Arts and Humanities

This area is assessed as follows:

Unit	Name	Duration	Weighting
2961	The Cultural Domain	1 hour 15 mins	15%

When preparing for Unit 2961, candidates should have opportunities to develop and generate evidence for the following Key Skills.



C3.1a C3.1b C3.2 C3.3;

WO3.1 WO3.2 WO3.3; LP3.1 LP3.2 LP3.3; PS3.1 PS3.2 PS3.3.

Unit	Name	Duration	Weighting
2965 (section B)	The Scientific and Cultural Domains	45 mins*	7.5%*

The Cultural Domain is assessed in section B of Unit 2965.

[* refers to section B only]

When preparing for Unit 2965, candidates should have opportunities to develop and generate evidence for the following Key Skills.



C3.1a C3.1b C3.2 C3.3; N3.1 N3.2 N3.3;

WO3.1 WO3.2 WO3.3; LP3.1 LP3.2 LP3.3.

Content

1 Beliefs, Values and Moral Reasoning (AS)

Candidates should be given the opportunity to make informed judgements within the following subject areas:

- knowledge, belief and unbelief;
- the roles of instinct, indoctrination, personal experience, reason, faith and revelation;
- formative influences: family, friends, neighbourhood, school, workplace, media, leisure, travel and literature;
- matters of conscience and public morality; the limits of tolerance.

The list of possible topics below is by no means exhaustive but it may indicate some profitable approaches to the subject area. They should not be considered as exemplar examination questions.

What do we know? What do we not know? What can we never know?

What do we believe? What do we not believe? What can we never believe?

When do we act without thinking?

What do we mean when we say we have a gut feeling?

In what circumstances do we act because we've been got at without realising it?

Describe situations when our own experience tells us what to do.

When is reason invaluable and when is it a liability?

Can faith move mountains?

Is genius one per cent inspiration and ninety-nine percent perspiration?

Are we just a chip off the old block?

What do we owe most to our family?

How much are we influenced by peer pressure?

Does it matter where we live and where we come from?

To what extent has school prepared us for the big, wide world?

What concessions, if any, are we going to make to our workplace?

Where do we find our role models?

What bearings have our leisure pursuits on the rest of our lives?

Does travel broaden the mind?

Do books make the blindest bit of difference to how we think and act?

'Thus conscience doth make cowards of us all.' Was Hamlet right?

Why do people differ in their attitudes towards such things as cheating or stealing?

Should the eleventh commandment be: 'Thou shalt not be caught out!'?

Why is society so divided over the drugs issue?

Is there ever a case for cannibalism?

What are you not prepared to tolerate?

2 Aspects of Culture (AS)

Candidates should be given the opportunity to work out what various cultures have in common as well as understand and appreciate their distinctive characteristics. Apart from being able to comment on contemporary western society, candidates should be able to identify the salient features of the following:

- the culture of any minority group, whether determined by age, locality, race, social class, religion or special interests (e.g. sport or popular culture);
- evolving or conflicting cultures.

The list of possible topics below is by no means exhaustive but it may indicate some profitable approaches to the subject area. They should not be considered as exemplar examination questions.

What are the pros and cons of living in Britain as opposed to any other country?

What would past generations find remarkable about how we live today?

Explain and illustrate what you understand by the phrase 'Cool Britannia'.

How European is Great Britain today?

How are teenagers different from the rest of society?

How important are our roots?

How much of an asset is a regional accent?

What contribution has any ethnic minority made to the quality of life in Great Britain?

How would you define social class?

How attractive do you find the lifestyle of such groups as New Age travellers or Rastafarians?

Is it your experience that many people only 'find' themselves in their hobbies?

Would you rather live the life of a pop star or a hermit?

How to survive in an increasingly push-button society.

Why have so many of us become health freaks nowadays and what does being one involve?

Why are some professions still without many women at the top?

Account for the appeal of Welsh or Scots nationalism.

Them and Us: Animal rights activists and the hunting lobby;
 Celtic and Rangers;
 The North-South divide;
 Old and New Labour;
 The Orange Order and Sinn Fein;
 Teenagers and adults.

3 **Media and Communication (AS)**

After they have considered a range of media including newspapers, magazines, periodicals, film, video, TV and the Internet, candidates should be given the opportunity to apply themselves to the following aspects:

- ways in which the media influence public opinion;
- moral issues arising from the activity of the media;
- current developments within media and communications.

The list of possible topics below is by no means exhaustive but it may indicate some profitable approaches to the subject area. They should not be considered as exemplar examination questions.

Why people tend to remain loyal to one newspaper.

The way in which the tabloids treat issues of national and international importance.

Which magazine has had the most influence on teenagers?

Why have 'freebies' become so popular in recent years?

How seriously do people take soap operas?

Is money spent on advertising on commercial television so much money down the drain?

How the viewing public reacts to television coverage of such events as the refugee crises or the famines on the African continent.

Why do 'surfers' become hooked on the Internet?

Should the press be free to publish anything it likes?

Should we be prepared to ban adult magazines, racist pamphlets and video nasties?

Has any individual in the limelight the right to privacy of any kind?

How involved should journalists be in the events they present?

When, if ever, can a case be made for propaganda?

Should anyone have a major stake in several newspaper and television companies?

Do you agree that corrupt people become even more corrupt through the Internet?

How is the battle for circulation being waged amongst newspapers at present?

What is the rationale behind the multi-screen cinema?

Is there any future for radio?

What have been the most significant developments in the coverage of sport by television in recent years?

What are the attractions of interactive viewing?

Why are so few people, at the moment, responding to digital television?

How is high technology affecting people's shopping habits?

4 Religious Experience and its Alternatives (A2)

Candidates should be given the opportunity to analyse and evaluate both religious and non-religious views of life and to recognise and develop sensitive attitudes towards the differing and deep convictions of the various groups within any society. In particular, they will be expected to focus on the following topics:

- central tenets of any one religion and how they are translated into day-to-day living;
- substitutes for religion: humanism, nationalism, materialism, hedonism and their practical implications in everyday life.

The list of possible topics below is by no means exhaustive but it may indicate some profitable approaches to the subject area. They should not be considered as exemplar examination questions.

Why bother about religion?

What are the hallmarks of the religious experience?

How does religious belief differ from other kinds of belief?

Do the main beliefs of any religious body known to you make any sense at all?

Is it necessary to be a paid-up member of a religious organisation in order to serve God?

How easy is it to translate religious belief into practice in the everyday world?

Should ordinary folk leave God to the professionals and concentrate on creating a better world?

Is one religion better than all the rest or are all of equal value or uselessness?

The case against established religion.

Is it always possible to be an atheist?

Do agnostics simply want the best of both worlds?

Do you believe in “my country... right or wrong!” ?

In what kind of home country does the football hooligan abroad believe?

How valuable are possessions if you cannot take them with you when you die?

How adequate is “Eat, drink and be merry for tomorrow we all die” as a principle by which to live?

5 Creativity and Innovation (A2)

Candidates should be asked to communicate their awareness of the creative process and what it produces by exploring the interplay of motivation, form, technique and subject matter in:

- architecture;
- fashion;
- painting;
- photography;
- sculpture;
- the stage;
- the screen;
- music of all kinds;
- literature (novels and poetry).

Candidates should be familiar with at least two of these nine areas.

The list of possible topics below is by no means exhaustive but it may indicate some profitable approaches to the subject area. They should not be considered as exemplar examination questions.

How can any architect produce an eyesore?

Why is so much glass apparent in modern office blocks and so little in mediaeval castles?

What thinking lay behind: (a) Victorian terraced houses; (b) garden suburbs; (c) high-rise flats?

What factors would you take into account when designing (a) a library; (b) a place of public worship; (c) a supermarket?

Why do fashions in clothing change so frequently nowadays?

The process by which a fashion design eventually reaches the High Street.

What image does any particular style of fashion seek to convey?

The links between sport and the fashion industry.

Why paint if you own an expensive camera?

Do you agree that the aim of modern art is to shock rather than reassure?

Distinguish between the techniques employed in wedding and war photography.

What more is there to sculpture than the chipping away of blocks of stone or wood?

How does an actor or actress on the stage overcome its limitations?

What considerations does a film producer have to bear in mind when adapting a historical novel?

Compare and contrast two interpretations of the same piece of music.

'Play badly - but play!' Should you make your listeners suffer in this way?

6 Aesthetic Evaluation (A2)

Candidates should be given the opportunity to show an informed personal response to the areas outlined above in Section 5. In particular, they should bear such considerations as the following in mind in each example they discuss:

- the quality and extent of its appeal to the individual and in a wider sphere;
- its effect on the individual and on society;
- whether it is sufficient in itself (i.e. art for art's sake) or has a message or practical application;
- its relationship with and treatment of reality and its subject matter (e.g. nature, artificial objects, humanity, society).

The list of possible topics below is by no means exhaustive but it may indicate some profitable approaches to the subject area. They should not be considered as exemplar examination questions.

Assess the appeal of stately homes.

Successful and unsuccessful attempts at the conversion of old buildings from one function to another.

Does modern architecture stultify the individual?

Why wear designer gear?

Why may today's fashions look ridiculous tomorrow?

Fashion as a form of protest.

Do particular fashions enhance or erode our identity?

Apply the saying 'Beauty is in the eye of the beholder' to one controversial picture.

Analyse any painting that has enabled you to look below the surface of things.

What makes a good photograph more than a snapshot?

Do you agree that modern sculpture suggests rather than represents?

How would you assess a successful school play or concert?

On what qualities does a blockbuster film rely to break box-office records?

Is entertainment on television more than “chewing gum for the eyes” ?

Is music the least significant element in much of the pop music scene?

5.2 Science, Mathematics and Technology

This area is assessed as follows:

Unit	Name
2962	The Scientific Domain (Written Paper)

Duration	Weighting
1 hour 15 mins	15%

When preparing for Unit 2962, candidates should have opportunities to develop and generate evidence for the following Key Skills.



C3.1a C3.1b C3.2 C3.3; N3.1 N3.2 N3.3.

WO3.1 WO3.2 WO3.3; PS3.1 PS3.2 PS3.3.

Unit	Name
2963	The Scientific Domain (Coursework)

Duration	Weighting
Coursework	15%

When preparing for Unit 2963, candidates should have opportunities to develop and generate evidence for the following Key Skills.



C3.1a C3.1b C3.2 C3.3; N3.1 N3.2 N3.3; IT3.3;

WO3.1 WO3.2 WO3.3; LP3.1, LP3.2, LP3.3; PS3.1 PS 3.2 PS3.3.

Unit 2963 is an alternative to Unit 2962.

Unit	Name
2965 (section A)	The Scientific and Cultural Domains

Duration	Weighting
45 mins*	7.5%*

The Scientific Domain is assessed in section A of Unit 2965.

[* refers to section A only]

When preparing for Unit 2965, candidates should have opportunities to develop and generate evidence for the following Key Skills.



C3.1a C3.1b C3.2 C3.3; N3.1 N3.2 N3.3; IT3.1 IT3.2 IT3. 3;

WO3.1 WO3.2 WO3.3; PS3.1 PS3.2 PS3.3.

Content

1 Characteristics of the sciences (physical, life and earth) (AS)

Candidates should be given the opportunity to discuss and make informed judgements on such contemporary issues as:

- greenhouse gases and global warming, energy and transport, space exploration;
- population dynamics, genetic engineering and biotechnology, health and fitness, fertility control, organ transplantation;
- conservation and environmental pollution.

2 Understanding of scientific methods, principles, criteria and their applications (AS)

Candidates should be given the opportunity to understand the variety of scientific methods including:

- induction and classification;
- hypothesis testing and deduction, theory and law;
- modelling, forecasting and reliability;
- experimental design;
- the role of time scale.

3 Mathematical reasoning and its application (AS)

Candidates should be given the opportunity to understand and be able to interpret a variety of mathematical techniques and their applications including:

- the layout of data sets;
- amounts and sizes: units, area, volume, diagrams, perimeter;
- scales and proportion: axes, graphs, ratio, charts;
- statistics: mean, median, mode, distribution, sampling and probability;
- formulae: percentages and rates, equations, indices and conversions.

4 The nature of scientific objectivity and the question of progress (A2)

Candidates should be given the opportunity to analyse and evaluate scientific objectivity with a sensitive appreciation of the development of science through the study of such topics as:

- disease control and health;
- gravitational motion;
- longitude;
- the impact of information and communication technology.

Biography and autobiography of important scientists should be explored, e.g. Darwin, Hawking, Russell, Bohr, Huxley (heart transplant pioneer), Von Braun, Barnard (Aldous, Elspeth or Julian), Crick and Watson.

5 Moral responsibility: the social, ethical and environmental implications of scientific discoveries and technological development (A2)

Candidates should be given the opportunity to explore the implications of scientific discoveries and technological developments such as:

- nuclear energy and fossil fuels;
- telecommunications;
- food supply and distribution;
- herbicides, pesticides and organic production;
- waste disposal and recycling;
- weapons and peace keeping;
- prospective inventions.

6 The relationship between technology, science, culture (past and/or present) and ideology (A2)

Candidates should be given the opportunity to explore the relationships between technology, science, culture and ideology through such topics as:

- resource exploitation;
- sustainability and stewardship;
- industry and ecology;
- intermediate technology and development;
- natural hazards and disasters.

5.3 Society, Politics and the Economy

This area is assessed as follows:

Unit	Name
2964	The Social Domain 1

Duration	Weighting
1 hour 15 mins	20%

When preparing for Unit 2964, candidates should have opportunities to develop and generate evidence for the following Key Skills.



C3.1a C3.1b C3.2 C3.3; IT3.1 IT3.2 IT3.3;

WO3.1 WO3.2 WO3.3

Unit	Name
2966	The Social Domain 2 (Written Paper)

Duration	Weighting
1 hour 30 mins	15%

When preparing for Unit 2966, candidates should have opportunities to develop and generate evidence for the following Key Skills.



C3.1a C3.1b C3.2 C3.3; N3.1 N3.2 N3.3; IT3.1 IT3.2 IT3.3;

WO3.1 WO3.2 WO3.3; LP3.1 LP3.2 LP3.3

Unit	Name
2967	The Social Domain 2 (Coursework)

Duration	Weighting
Coursework	15%

When preparing for Unit 2967, candidates should have opportunities to develop and generate evidence for the following Key Skills.



C3.1a C3.1b C3.2 C3.3; N3.1 N3.2 N3.3; IT3.1 IT3.2 IT3.3;

WO3.1 WO3.2 WO3.3; LP3.1 LP3.2 LP3.3; PS3.1 PS3.2 PS3.3

Unit 2967 is an alternative to Unit 2966.

Content

1 Political Systems, Processes and Goals (AS)

Candidates should be given the opportunity to make informed judgements and to demonstrate appropriate skills and the extent of their knowledge and understanding of some of the following:

- political parties in England, Northern Ireland, Wales and Scotland; leading political figures; areas of political controversy;
- voting trends: in UK elections; why people might vote in a particular way; the use of referenda; the use and value of opinion polls;
- what governments and political parties in the UK seek to achieve; political issues and why they are important in the UK and EU.

2 The nature of objectivity in Social Sciences (AS)

Candidates should be given the opportunity to :

- explore disagreements in the social sciences: distinguishing between facts and opinions; making judgements on social, economic and political issues.

3 Social and Economic Constraints (AS)

Candidates should be given the opportunity to make informed judgements and to demonstrate appropriate skills and the extent of their knowledge and understanding of the following:

- how education, housing provision, health services and social benefits affect the lives of different people; problems in providing the various social services;
- work and leisure: changes in the jobs people do; unemployment; the world of work and work experience; how people spend their leisure time; facilities for leisure in different communities;
- the division of wealth among different social classes; wage and salary levels for different jobs and why they vary;
- travel and transport in the community; provision and quality of bus and rail services; the use of private transport; travelling to work.

4 Ideologies and Values (A2)

Candidates should be given the opportunity to demonstrate appropriate skills, the extent of their knowledge and a critical awareness in the analysis and evaluation of the following:

- important political ideologies and how they may influence values held by individuals and groups in the community; the ways in which ideologies might be promoted by different groups in the community;
- important current social, economic and political issues and the way in which they are influenced by different views and values;
- life in different communities and how it might reflect and be influenced by ideologies and values.

5 Explanation and Evaluation of Human Behaviour (A2)

Candidates should be given the opportunity to demonstrate appropriate skills and the extent of their knowledge and understanding in the analysis and evaluation of the following:

- research methods used in the social sciences and their reliability; how different views are formed and expressed;
- influences on human behaviour: how far people are influenced by their background, thinking, personal circumstances, environment and the views of others;
- human behaviour and how it is reflected in social, political and economic life: how people can influence social, political and economic issues;
- community life and relationships.

6 The Relationship between Law, Culture and Ethics (A2)

Candidates should be given the opportunity to demonstrate appropriate skills and the extent of their knowledge and understanding and their awareness of the implications of some of the following:

- crime and law enforcement: crime trends; the causes of crime and how they might be tackled; the police, their operation and the difficulties of law enforcement;
- the law and important ethical and cultural dilemmas: including privacy; secrecy; abortion; euthanasia; discrimination against groups, races or individuals; the legalisation of drugs; animal rights;
- obeying the law: why pressure groups are necessary and how they operate; legal and illegal activities; different forms of dissent and protest.

5.4 Unit 2968: Culture, Science and Society: Making Connections



C3.1a, C3.1b, C3.2, C3.3; N3.1, N3.2, N3.3; IT3.1, IT3.2, IT3.3.

WO3.1, WO3.2, WO3.3; LP3.1, LP3.2, LP3.3; PS3.1, PS3.2, PS3.3.

This synoptic unit assesses the candidate's ability to make connections between information, data, concepts and opinions drawn from the Cultural, Scientific and Social Domains.

There is no content beyond that given in sections 5.1, 5.2 and 5.3.

The synoptic assessment in Unit 2968 involves the explicit drawing together and application of the knowledge, understanding and skills acquired and developed in different parts of the Advanced GCE course. The questions set use a range of resources, which may include text, data and illustration, leading to essay questions which allow candidates to draw together material from the course and to demonstrate the transfer of skills.

Questions in Unit 2968 develop from one domain to include the other two. Candidates are expected to demonstrate knowledge and understanding applied to a range of issues, using skills from different disciplines. This means they need to marshal evidence, select appropriate information, interpret and evaluate it in the context of the question and draw conclusions. They will need to be able to integrate information, data, concepts and opinions within the focus of the task set in the question. The questions are designed to allow candidates to demonstrate an understanding of the different types of knowledge, and of the relationship between them, as well as appreciating their limitations.

6 Further Information and Training for Teachers

In support of these specifications, OCR will make the following materials and services available to teachers:

- a full programme of In-Service training (INSET) meetings;
- specimen question papers and mark schemes;
- past question papers and mark schemes after each examination session;
- coursework guidance materials;
- a Report on the Examination, compiled by senior examining personnel, after each examination session.

If you would like further information about the specification, please contact the subject officer at OCR.

7 Resource List

The resources referred to below may prove useful in delivering AS GCE and Advanced GCE General Studies.

The list is not intended to be exhaustive nor does inclusion on the list constitute a recommendation of the suitability of the resource for the specification. The list below contains books that were available in spring 2002. The possibility exists that more up to date texts which have been prepared for the revised GCE specifications may become available. Teachers will need to use their professional judgement in assessing the suitability of the material contained in this list.

OCR has prepared a GCE General Studies textbook to accompany this course. It has been endorsed by OCR for use with this specification. Details are as follow:

Hancock J, Green T and Turton P, *Advanced General Studies for OCR Student Book*, Heinemann, ISBN 0 435 79522 8

Hancock J, Green T and Turton P, *Advanced General Studies for OCR Teacher's Resource File*, Heinemann, ISBN 0 435 79523 6

Newspapers and Journals

Newspapers and journals constitute a key resource, especially when Centres encourage students to establish a programme of 'clipping teams' building files of cuttings on specific topics and issues. (These could be pruned at appropriate intervals, where necessary.)

Newspapers: Candidates are strongly recommended to read some of the following on a regular basis: *The Guardian*, *The Independent*, *The Independent on Sunday*, *The Observer*, *The Daily Telegraph*, *The Sunday Telegraph*, *The Times*, *The Sunday Times*, *The Financial Times*. Local newspapers could also prove invaluable sources, for example, for coursework.

Journals: *The Economist*, *New Scientist*, *Scientific American*, *New Internationalist*, *New Statesman and Society* and similar periodicals.

Essential Articles: Copiable Articles on Contemporary Issues (Carel Press, 4 Hewson Street, Carlisle, CA2 5AU; tel/fax: 01228 38928)

Paul Higginson, *General Studies Resource Books* (Photocopiable), Longman, 1996:

Political and Social Issues (0 340 59534 5)

Moral and Environmental Issues (0 340 59533 7)

Issues for the Nineties - Aids; Transport; Gender and Prejudice; Crime and Justice; TV and Censorship; Energy Alternatives; The Future of the Countryside; Homosexuality; Climate Change; Food For Thought; The Internet - Marvel or Menace - (Independence Educational Publishers, Cambridge: tel: 01223 566130; e-mail 100136.1767@compuserve.com)

Mike Kirby, *General Studies: A Complete Course and Teachers' Guide* (planning and teaching materials - packs containing photocopiable A4 masters):

Pack A: Planning Guide (1 85749 219 6)

Pack B: Social Studies (1 85749 220 X)

Pack C: Economics & Government (1 85749 221 8)

Pack D: Issues in Science (1 85749 222 6)

Pack E: Art & Aesthetics (1 85749 223 4)

Pack F: Philosophy, Religion & Ethics (1 85749 224 2)

(Pearson Publishing, Cambridge; tel: 01223 350555; fax: 01223 356484)

SATIS (Science & Technology in Society) 16-19 (Association for Science Education tel: 01707 267411; 01707 271216 (sales); fax: 01707 266532)

(student sheets and teacher notes in files of 25 units)

SATIS 16-19 Readers: What is Science?; What is Technology?; How does Society Decide?
(cross referenced to SATIS 16-19 Units)

Miscellaneous and Past Papers

Miscellaneous sources such as catalogues, pamphlets, brochures, prospectuses, directories, and timetables will be a useful mine for preparing problem solving and data response-type questions for students.

Examples include:

'For a Change' - 6 issues per year; Tirley Garth, Tarporley, Cheshire (ISSN 0959 311X)

'Drugs Pack' - Dept. of Health

Debating Packs: (i) Censorship; (ii) Role of the Family; (iii) Genetic Engineering; (iv) Crime & Punishment - BBC Publications

RAF Today - Ministry of Defence

Crown Prosecution Service - Crown Prosecution Service

Green Forces: Defending the Environment - Green Party

Sexual Harassment - Central Television, Birmingham

National Lottery; Passion for Priests; New Age Christianity; Live Animal Experiments; Pubs v Churches; Terminally Ill Children; Mockery of Marriage; Moral Peril - Right or Wrong Series

Family Matter: Young People in Parenting - Industrial Society

Night Calls; Street Sense; Drive Carefully Darling; After Dark - Royal Society for the Prevention of Accidents

Video Resources

Video News for Schools (weekly 30 minute Video News tapes, with typed synopses for teachers and information sheets for students) (available from Rivermede, Vines Cross, Heathfield, East Sussex, TN21 9HB; tel/fax: 01435 812451)

The Animal Debate; Shaping our Future; Why Council Liberties 1 & 2?; Why Morality?; Why Human Rights?; The Energy Alternatives; Drugs; Citizenship - Team Video, London

Our Living Heritage - Ministry of Agriculture, Fisheries & Food

Partners in Europe - Department for Skills & Education

Doctors to be; The Road: Bath Eastern Bypass Dispute; Drugs and Damage in the Unborn; United Nations - BBC Publications

Debates:

(i) Drugs; (ii) Disabled; (iii) Animal Welfare; (iv) Euthanasia; (v) Environment; (vi) Community Care - TV Six

(i) Cultural Identity; (ii) Role of Family; (iii) Genetic Engineering; (iv) Racism - TV Six

(a) Nuclear Power; (b) Aids; (c) Plastics: Friend or Foe - BBC Schools

Media: Advertising; Education; Aids: Just an Illness; Democracy v Judiciary; Industrial Democracy - Open University

'On the Road - debates' (i) Drugs; (ii) Europe - ITV Schools

Censorship and Violence; Arming the Police; Ethnic Recruiting - World in Action


Appendix A

Key Skills

These specifications provide opportunities for the development of the Key Skills of Communication, Application of Number, Information Technology, Working With Others, Improving Own Learning and Performance and Problem Solving as required by QCA's subject criteria for General Studies.

Through classwork, coursework and preparation for external assessment, candidates may produce evidence for Key Skills at Level 3. However, the extent to which this evidence fulfils the requirements of the QCA Key Skills specifications at this level will be dependent on the style of teaching and learning adopted. In some cases, the work produced may meet the evidence requirements of the Key Skills specifications at a higher or lower level.

The study of General Studies should encourage the fullest use of library materials and other resources. Candidates should be encouraged to word process their work for Units 2963 and 2967.

Throughout section 5 the symbol  is used in the margin to highlight where Key Skills development opportunities are signposted. The following abbreviations are used to represent the above Key Skills:

C = Communication

N = Application of Number

IT = Information Technology

WO = Working with Others

LP = Improving Own Learning and Performance

PS = Problem Solving

These abbreviations are taken from the QCA Key Skills specifications for use in programmes starting from September 2000. References in section 5 and Appendix A, for example **IT3.1**, show the Key Skill (IT), the level (3) and subsection (1).

Centres are encouraged to consider the OCR Key Skills scheme to provide certification of Key Skills for their students.

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website, www.ocr.org.uk

Key Skills Coverage

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills specifications exist.

Unit	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3
2961	✓			✓	✓	✓
2962	✓	✓		✓		✓
2963	✓	✓	✓	✓	✓	✓
2964			✓			
2965	✓	✓	✓		✓	✓
2966		✓	✓	✓	✓	
2967		✓	✓	✓	✓	✓
2968	✓	✓	✓	✓	✓	✓