

**Oxford Cambridge and RSA Examinations**



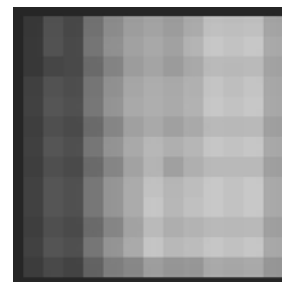
**ADVANCED GCE  
ADVANCED SUBSIDIARY GCE**

**A2 7831  
AS 3831**

# **GENERAL STUDIES**

**COMBINED MARK SCHEME  
AND REPORT FOR THE UNITS  
JANUARY 2005**

**AS/A2**



3831/7831/MS/R/05J

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

The report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

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RECOGNISING ACHIEVEMENT

Mark Scheme 2961  
January 2005

### Section A

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
A1, A2 and A3	19	5	19	7

#### 1 Define what is meant by the following terms.

- (a) (i) **widespread prejudice [line 1]** **[2]**

**Indicative content**

people being treated/regarded differently from the indigenous/white population (1) throughout the whole of society/the country (1)

- (ii) **ethnic minorities [line 2]** **[2]**

**Indicative content**

Cultures/groups that are not white British (1), an fewer in numbers (1), whose cultural roots lie outside the UK (1), for example Afro-Caribbean, Indian, Pakistani, Chinese etc. (1).

- (b) **Suggest two reasons why prejudice against whites is very low.** **[2]**

**Indicative content**

- they are in the majority;
- many racist issues are connected with immigration - the white population lives here already;
- different coloured skin implies foreign/not belonging.

- (c) **Suggest two reasons for prejudice against ethnic minorities.** **[4]**

**Indicative content**

Reasons may be open and varied and may involve candidates citing their own experiences from the family, school, workplace, police, religion, and politics.

**One mark** for each reason, **one mark** for a supporting statement.

- (d) **Outline two ways in which Asians and Afro-Caribbeans have ‘made a contribution to public services in Britain’.** **[4]**

**Indicative content**

Low-paid manual/semi-skilled work in public transport, local Government, as many initially emigrated to meet the demand for labour in the 1950s and 1960s. Highly qualified medical staff attracted to work in the Health Service due to shortage of work in their home country, as well as many other hospital support staff. In both cases, the contribution has been significant and the country now depends on this support.

**One mark** for each way or employment area, **one mark** for development.

**(e) Outline two characteristics of 'strong family values'.** [4]

**Indicative content**

- the family lives together as a unit;
- there is respect for father and mother as heads of the family;
- strong bond in times of crisis; shows respect for all generations and traditions;
- the important religious element in family upbringing.
- a clear understanding of right and wrong.

**One mark** for each characteristic. **One mark** for a supporting statement.

**(f) Why do you think Asians are perceived as being 'hard workers', 'intelligent', and 'law abiding'?** [3]

**Indicative content**

- they work long hours in shops and service industries usually with little complaint and low wages;
- they aspire to and have successful careers in the legal and medical professions;
- many are high achievers at school;
- proportionately few Asians commit major crimes due to influence of the family and their religious commitment.

**(g) Suggest two reasons why Afro-Caribbeans are noted for their contribution to sport.** [4]

**Indicative content**

- famous names in the world of sport-many examples;
- renowned for physique, stamina;
- fighting apartheid in rugby, cricket, athletics;
- breaking the white dominance of sport through prejudice;
- traditional underdogs that have always had to work that much harder due to the lack of opportunities and facilities in their own underdeveloped countries.

**One mark** for each reason and **one mark** for a supporting statement.

- 2 (a) Suggest the intended message of this cartoon, by the artist. [4]**

**Indicative content**

Two players in conversation about racism on the field of play (1).

The white player is justifying his position as he has been using racist remarks(1) to put the black player off his game (1).

The black player's remark implies that they should concentrate on the game and not involve other issues that may cause incitement (1).

This is a broad interpretation and examiners are allowed some flexibility in applying the mark scheme if one point is more developed.

- (b) How do you account for each of the following statistics? [6]**

- (i) Only about 1% of fans that attend football matches come from ethnic minority groups.**

**Indicative content**

Football is the national game and other groups may prefer other sports; ethnic groups may fear being abused. The journey to and from a football ground can be troublesome; teams are dominated by white players.

- (ii) About 25% of professional players are black but this number is diminishing.**

**Indicative content**

Black players have found it difficult to get on in a white dominated sport; more foreign imports have had an effect on the impact that black players have made.

- (iii) On average, only 32 people are successfully prosecuted for racial chanting and abuse each year in the whole country.**

**Indicative content**

The difficulty in pinpointing the culprit(s). A lack of evidence and willing witnesses. The process would be time consuming and costly. If racial chanting is punishable then all forms of abusive chanting should be punished.



- 3 You are involved in drawing up plans for a campaign focused on specific measures designed to discourage racism in sport. Outline five points which you would include in your action plan. You may refer to more than one sport. [15]

**Indicative content**

- display a statement saying that the club will not tolerate racism, and will take action against those who racially abuse, chant or intimidate;
- make public announcements condemning racism;
- make a condition for season ticket holders that they do not take part in racial abuse or offensive behaviour;
- take action against the distribution of racist pamphlets and literature;
- take disciplinary action against sportsmen who abuse other sportsmen, officials and supporters;
- contact other clubs and make sure that they understand the policy;
- make sure that stewards and the police understand the club's policy and that a common strategy is worked out for handling offenders. If it is dangerous for offenders to be identified during the event they should be identified later and barred from future events;
- remove racist graffiti;
- adopt an equal opportunities policy;
- work with other agencies [such as the Campaign for Racial Equality] to develop pro-active programmes to eliminate racist abuse;
- put an anti-racist clause into the contracts of sportsmen;
- hire more black and Asian coaches, as well as officials.

Ideas adapted from the '*Let's Kick Racism Out Of Football*' campaign, CRE/PFA 1993-1994

Examiner may credit any other valid point that can be seen as a **measure**.

For each point allow **one or two marks** for naming the point and **one or two marks** for example and/or development depending on which part of the response is the strongest.

**Five points, three marks each.**

### Section B

- 4 (a) Give three reasons why most religions base their beliefs on the writings of a holy book. [10]

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
4(a)	4	2	4	0

#### Indicative content

- a source of inspiration and example to all;
- a fund of stories that may mirror contemporary situations;
- contains writing of great beauty for all occasions;
- a rule book for life;
- outlines the lives and characters of great leaders and prophets who are held up as martyrs and figureheads to be admired and revered;
- a commentary and record of the important festivals of the year;
- contains an account of the life of their god;
- the fount of all wisdom.

Candidates may be awarded **one mark** for the reason stated, **one mark** for justification, and a **further mark** for developing their point or providing an example. **One bonus mark** is available.

The final mark should be confirmed using the 5 level 10 mark generic scheme.

- (b) Outline and discuss **two** arguments for the existence of a supreme being or god. Outline **two** arguments that others might make against such an existence. You may refer to examples from more than one religion. [40]

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
4(b)	10	10	10	10

### Indicative content

#### FOR

- the Creation;
- evidence from science and artefacts;
- faith passed down through generations;
- religious writings, in holy books, places of worship, art;
- witnesses, traditions of worship;
- the effect on lives of millions of people;
- miracles.

#### AGAINST

- pain and suffering, disease;
- natural disasters and the deaths of the innocent;
- war and conflict between 'his people';
- scientific experiment and discovery [Evolution].

There are essentially four parts to this question, **two** arguments for and **two** arguments against. Allocate 10 marks for each explanation.

**Band 1** answers will identify key points including two arguments on both sides, analyse their validity with reference to examples, or personal belief and experience and present a succinct argument.

Strong answers will look at more than one religion. Essays would be fluent, with few errors and a range of related vocabulary.

**Band 2** answers will identify points but arguments will perhaps be weighted in one particular direction, possibly appearing to be dismissive of the opposite viewpoint. The response may focus on one religion and limited experience. Essays may be hampered by poor AO2 and an inability to structure and present an argument.

**Band 3** answers will briefly outline limited arguments on one or both sides and present little analysis or examples. Essays would be characterised by poor fluency of language.

Answers which refer to 'superheroes' should be given few marks unless used by way of comparison.

Having notionally awarded marks out of 10 for each element, check the final mark on the 5 level 40 mark generic mark scheme.

5 (a) Give three reasons why a person might belong to one of the following groups:

**feminists**  
**animal rights activists**  
**environmentalists**  
**vegetarians.**

**[10]**

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
5(a)	4	2	4	0

### Indicative content

Candidates need to make clear their chosen group. Where more than one is chosen mark them and credit the highest mark. Note any rubric infringement at the end of the question.

Check the mark awarded with the 5 level 10 mark generic scheme.

Reasons might include:

- family influences and beliefs;
- friends' preferences;
- fashion of the day;
- personal experiences;
- fascination and career direction;
- geographical location;
- strong conviction.

Be prepared to credit any worthy, supported point not included in the list.

Up to **3 marks** for a developed point. This suggests three reasons at three marks each [**one bonus mark**] = **10 marks maximum**. Use the 5 level 10 mark generic scheme to confirm your mark.

- (b) Using examples with which you are familiar, outline **four** aspects of conflict between rural and urban cultures. [40]

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
5(b)	10	10	10	10

### Indicative content

The question involves the identification of **four** aspects of conflict; allocate the marks equally. For each area allow 3 marks for clear identification, 4 marks for justification, and 3 marks for development and examples.

Check your mark on the five level forty mark generic scheme.

Possible areas of conflict might include:

- a loss of local identity due to the sprawl of the city;
- the disappearance of community spirit;
- old fashioned versus the new order;
- slow versus fast pace of life;
- traditions erased in favour of the latest, short-lived craze;
- stereo-typical 'country bumpkin image as opposed to the 'hip townie';
- political and social differences;
- attitudes to moral issues;
- isolation as opposed to the busy metropolis.

The question offers candidates the chance to cite local issues that they may have been affected by and to use actuality from news and television.

The answer may be set in any country or region.

**Band 1** answers will include good coverage of four aspects and will include arguments to support each point outlining difficulties which may occur for both rural and urban communities. Very good examples may involve candidates choosing their own community and this will unlock AO4 marks. Essays would be fluent, with few errors and a range of related vocabulary.

**Band 2** answers will cover aspects of each culture but with an emphasis on one. Arguments will be flimsy and lacking detailed examples and support. Essays may be hampered by poor AO2 and an inability to structure and present an argument. One area may be stronger than the other.

**Band 3** answers will be limited in knowledge on one or both of the areas and present simple statements of differences between the two without any reference point of context. Examples will be distinctly lacking. Essays would be characterised by poor fluency of language.

Check the final mark on the 5 level 40 mark generic mark scheme.

- 6 (a) Outline three advantages of sending e-mail as opposed to making a telephone call. [10]

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
6(a)	4	2	4	0

#### Indicative content

- messages can be brief; if both parties are 'on line', they can engage in a written dialogue;
- e-mail requires no speech; answering machines can be unreliable and require confidence in leaving a message [many people just hang up];
- e-mail is instant, arriving at its destination in seconds; telephones can be engaged for long periods, particularly in the business world;
- e-mail is cheap; the cost of telephone calls can be expensive;
- e-mail offers the opportunity to edit what you wish to say rather than speak impulsively;
- e-mail is a fashionable and contemporary way of communicating;
- e-mail includes the technology of attaching other documents and photographs for the other party to appreciate and comment on instantly, saving a lengthy and sometimes inaccurate description.

It is acceptable for candidates to consider the **disadvantages** of telephone calls in making their point. Candidates should be credited for other plausible answers which they may suggest from their own experience.

Up to **3 marks** for a developed point. This suggests three advantages at three marks each [**with one bonus mark**] = **10 marks maximum**. Use the five level 10 mark generic scheme to confirm your mark.

- (b) Using examples, discuss to what extent the mobile telephone has changed the way we live and work. [40]

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
6(b)	10	10	10	10

**Indicative content**

**Positive changes:**

- easy, instant contact from anywhere in the world;
- invaluable in emergency situations;
- personal handset, unlike a shared landline in the home;
- handsets can be personalised [by screensaver and ring tone];
- small, light, and portable;
- easy to use for all ages;
- contain many attractive features such as WAP, messaging, games;
- they have become affordable and economical;
- telephones are regarded by the young as a fashion statement;
- they feature the latest picture technology;
- they enable instant communication for businesses to the office from an 'on-site' location;
- they allow group/conference discussion;
- they can be connected to a computer system to send data.

**Negative changes:**

- they become dated quickly as fashions change and technology advances;
- the cost of calls can be confusing and crippling due to the wide variety of tariffs;
- handsets are very small and can be easily misplaced, lost or even stolen;
- the constant ringing of telephones in public places can be irritating to others;
- there is some research to suggest that they are a health risk;
- they may be the cause of poorer written and spoken skills due to text messaging;
- they need to be regularly charged up;
- they are still relatively expensive compared to land lines.

**Band 1** answers will include a range of points both positive and negative. These will be developed and will justify the existence of telephones while at the same time acknowledging their weaknesses. Very good examples may involve candidates outlining their own personal experiences and this will unlock AO4 marks. Essays would be fluent, with few errors and a range of related vocabulary.

**Band 3** answers will identify points but arguments will perhaps be weighted in one particular direction, possibly appearing to be dismissive of the opposite viewpoint. Knowledge of effects on the way we live will outweigh references to the way we work. Essays may be hampered by poor AO2 and an inability to structure and present an argument, one choice being stronger than the other.

**Band 4** answers will concentrate on the basic premise of being 'in touch' and fail to exploit the broader issues and limitations of the telephone. Essays would be characterised by poor fluency of language.

Check the final mark using the five level 40 mark generic mark scheme.

**Generic Mark Scheme for 10 mark questions in Section B**

<b>Band</b>	<b>Level Descriptor</b>	<b>Marks</b>
Band 1	The candidate demonstrates the following abilities where appropriate to:	9-10
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	7-8
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence.</li> </ul>	
Band 3	The candidate demonstrates the following abilities where appropriate to:	5-6
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly, using some specialist vocabulary with facility;</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions.</li> </ul>	



Band 4	The candidate demonstrates the following abilities where appropriate to:	3-4
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusions.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-2
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation and inaccurate spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusions.</li> </ul>	

**Generic Mark Scheme for 40 mark questions in Section B**

<b>Band</b>	<b>Level descriptor</b>	<b>Marks</b>
Band 1	The candidate demonstrates the following abilities where appropriate to:	33-40
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very good awareness of the differences between types of knowledge;</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	25-32
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate good awareness of the differences between types of knowledge;</li> <li>have a good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 3	The candidate demonstrates the following abilities where appropriate to:	17-24
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	

AO2	<ul style="list-style-type: none"> <li>communicate clearly, using some specialist vocabulary with facility;</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate awareness of the differences between types of knowledge;</li> <li>have a grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 4	The candidate demonstrates the following abilities where appropriate to:	9-16
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusion;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge;</li> <li>have a restricted grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-8
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation, and inaccurate spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusion;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very limited awareness of the differences between type of knowledge;</li> <li>have a very restricted grasp of the limitations of the different types of knowledge.</li> </ul>	





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RECOGNISING ACHIEVEMENT

Mark Scheme 2962  
January 2005

**Section A**

Answer all questions in this section

1. (a) When conducting a scientific investigation it is important to do some preliminary study in order to give yourself a clear hypothesis or question.

(i) Outline two aspects of preliminary study you might need to carry out before starting your investigation illustrated on the insert sheet. [4]

Two clear points are needed which relate to the investigation. Credit one mark for a valid brief statement and two marks for a statement with some elaboration. Valid points should include prior knowledge as follows:

Suitable soil components (e.g. nutritious loam) as tomatoes require free draining soils.

Suitable temperature and moisture conditions to permit germination and growth.

Tomato plant characteristics e.g.; growth period, foliage,

Suitability of greenhouse/laboratory conditions.

(ii) In one sentence state a hypothesis or question that would be appropriate to the investigation illustrated in Fig 1. [2]

A hypothesis can be defined as a proposition assumed for the purpose of argument. A set of results should permit a researcher to agree or disagree with a hypothesis; not prove it to be right or wrong. A *null hypothesis* is a hypothesis of no differences and is usually formulated for the express purpose of being rejected: an *alternative hypothesis* is the operational statement of the experimenter's *research hypothesis* and the research hypothesis is the prediction derived from the theory under test. Any one of these will do.

Tomato plants will grow at different rates according to which fertilizers are used. Or

Tomato plant will show no difference in their rates of growth according to which fertilizer is used. Although the question is more straightforward it must relate rates of growth to fertilisers. e.g. To what extent will different fertilizers affect the rate of growth of tomato plants?

One mark for a brief or generalised statement which omits part of the research and two marks for a complete statement. Do not accept 'Research into tomato plants or soils' etc as the question is concerned with research hypotheses or questions.

(b) Describe four ways in which the student has attempted to control this investigation. [8]

Any four points which relate to techniques used in the investigation; one mark for the technique and one for how.

e.g. temperature, soils, water, greenhouse, fertilizer, sampling method.

**Total [14]**

2. (a) Fig 1 contains the results of the investigation presented as tables showing the mean height change of each group of tomato plants recorded at three day intervals. The data have been rounded to the nearest whole number.

(i) Using an example, outline and justify one way in which the data for each plant group may be further simplified. [3]

One mark for the way, one mark for why and one mark for the example.  
Simplify by tabulating the growth at longer intervals (1 mark). 3 days does not reveal significant changes in rates of growth. Example e.g. plant group C has little growth in the first 12 days

Omit the daily height table (one mark); the figures are contained within the height column (one mark) and do not reveal any trends (one mark).

(ii) By day 15 which plant group had produced the slowest rate of growth? [1]

Plant C

(iii) Calculate the difference between the average daily rate of growth of plant group A and plant group C. Give your answer correct to two decimal places. [4]

Accept 0.19 or 0.20 as follows

Candidates need to truncate to 3 decimal places in order to round off to two places

Plant A calculation  $75 \div 72 = 1.042$  cm/day (1 mark)

Plant C calculation  $89 \div 72 = 1.236$  cm/day (1 mark)

$1.236 - 1.042 = 0.194$  cm /day or rounded off 0.19 (1 mark)

Units cm/day (1 mark)

Without calculation 4 marks or 3 if no units

If candidates initially round to 1.04 and 1.24 respectively then 0.20. Award 2 marks for 0.2.

(iv) Calculate the percentage, with respect to its final height, by which plant group A grew between days 36 and 72. [3]

Day 36 the height is 33cm; therefore  $75 - 33 = 42$  (1 mark)

Calculation  $\frac{42}{75} \times 100 = 1$ mark

Answer = 56% = 1 mark

Allow 3 marks for a correct answer without the workings

- (b) (i) **Using the graph paper and axes provided, draw a graph which would be appropriate to illustrate the relative growth of plants groups B and C. Your graph should contain appropriate scales, annotations and data plotted at 12 day intervals.** [9]

Plotted line (or bar) graphs = 4 marks

(for each 1 for correct positioning of points required and 1 for the line)

Scales = 1 mark for each axis. = 2 marks (required)

Labels to distinguish between axes. = 2 marks (required)

Other creditworthy points:

Distinguishing between lines or bars. = 1 mark or Title = 1 mark

Although the data is continuous it is presented in a discrete form; therefore bar graphs and line graphs are acceptable; pie charts are not appropriate and should not be credited.

Scales reversed max 7 marks

[Max 9]

- (ii) **With reference to the graph you have constructed explain why the y-axis is called the dependent axis and the x-axis the independent axis.** [2]

In the investigation the student has decided upon plant growth being dependent upon time.

The values of y depends upon whatever value x takes. The height of the tomato plants is dependent upon time. (1 mark for the x-axis and 1 mark for the y-axis).

- (iii) **Describe the trends illustrated by your graph.** [4]  
**Award 4 for four single points (max 3 if there is only reference to one graph) Max 2 marks if there is no data.**

e.g.

Graph of plant group B shows a slow rate of growth up to 3 days then a steady incline to day 24 then steepening.

Graph of plant C shows slow growth up to day 12, then a steeper and steady incline, overtaking plant B after 21 and before 24 days.

- (c) **Assuming there is no reason to doubt the conduct of the investigation,**

- (i) **write a conclusion which is appropriate to the investigation and its data** [6]

A conclusion should fall into the following parts:

- an identification of the main findings. (required)
- how do these trends relate to the initial hypothesis or answer the question.
- what significance does the research have in terms of the effectiveness of various fertilizers
- identification of any anomalies.

Award two marks for the required point and two marks for two other explained points. The two marks should divide into a correct point and its description.

- (ii) **suggest and justify two ways in which either this investigation and/or its presentation could be improved.** [4]

Here candidates are expected to make (= one mark) and justify (= one mark) two evaluative points which might be drawn from:

- the need to retest to overcome any errors, anomalies or simply check.



- the need for a control plant not using any fertiliser so that the growth of plants A, B and C have a benchmark, against which they can be related; otherwise there is no control.
- a comparison with plants grown outside to attain a realistic response to natural elements.
- to obtain and record other information e.g. size and health of leaves, height of plant, quality of fruit.
- the plants required more time.

Simplistic references to not having sufficient time to do the study or needing better equipment are not acceptable.

**Total [36]**

**Fig 1 Insert for Section A Question 1**

A student conducted an investigation into the growth of tomato plants in the environment of a greenhouse laboratory. Fifteen tomato plants were grown in three groups of 5, using separate plant pots. The pots contained soil of the same composition. Each group of 5 pots was given a different fertilizer. The height of the tomato plants was recorded every three days over a period of 72 days



15 plants cultivated in three groups of five (A, B and C).

Plant group A grown with a potassium based fertiliser.

Plant group B grown with a phosphate based fertiliser

Plant group C grown with a nitrogen based fertiliser.

Soil of the same composition is used for all plants

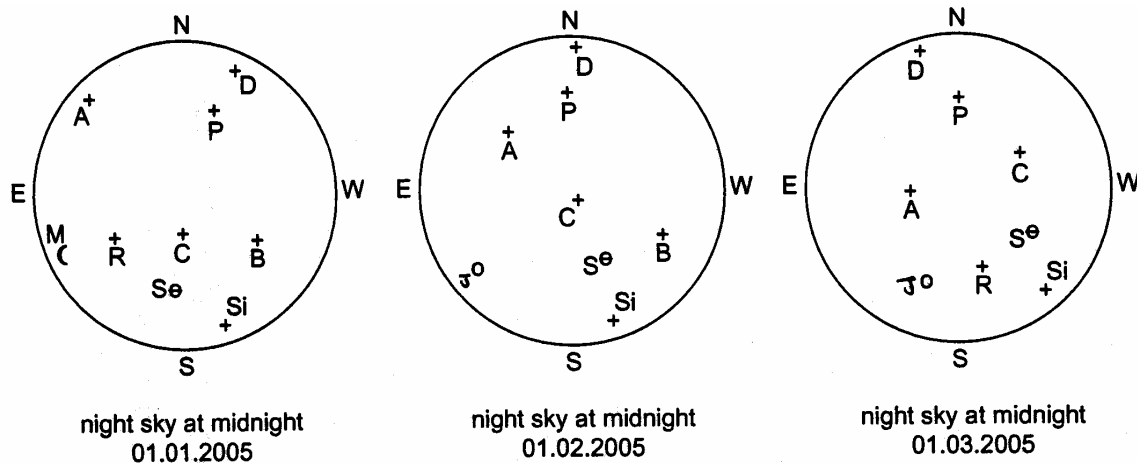
Minimum temperature maintained at 15<sup>0</sup>C  
Maximum temperature did not exceed 25<sup>0</sup>C

Plant A			Plant B			Plant C		
Time in Days	Mean height in cm.	Mean height change in cm over three day	Time in Days	Mean height in cm.	Mean height change in cm over three day	Time in Days	Mean height in cm.	Mean height change in cm over three day
0	0	0	0	0	0	0	0	0
3	0	0	3	0	0	3	0	0
6	0	0	6	2	2	6	0	0
9	3	3	9	3	1	9	0	0
12	5	2	12	5	2	12	2	2
15	8	3	15	7	2	15	5	3
18	12	4	18	9	2	18	8	3
21	15	3	21	12	3	21	11	3
24	17	2	24	14	2	24	15	4
27	21	4	27	17	3	27	18	3
30	26	5	30	20	3	30	22	4
33	29	3	33	23	3	33	28	6
36	33	4	36	27	4	36	33	5
39	37	4	39	30	3	39	37	4
42	42	5	42	33	3	42	42	5
45	44	2	45	37	4	45	46	4
48	47	3	48	41	4	48	50	4
51	50	3	51	45	4	51	55	5
54	54	4	54	48	3	54	61	6
57	57	3	57	52	4	57	65	4
60	61	4	60	55	3	60	71	6
63	66	5	63	59	4	63	76	5
66	70	4	66	62	3	66	80	4
69	73	3	69	67	5	69	84	4
72	75	2	72	71	4	72	89	5

## Section B

Answer one question from this section. Answers must be in continuous prose.

- 3 Describe, and suggest reasons for, the changes to the night sky above London shown in Fig 2. [10]



Key (it is important to remember that the stars, planets and the moon need not appear in the night sky at the same time)

Stars

A = Arcturus, B = Betelgeuse, C = Castor, D = Deneb, P = Polaris (Pole Star), R = Regulus, S = Sirius

Planets

J = Jupiter (o), S = Saturn (Θ)

M = the Moon

Fig 2

- The stars move anticlockwise (as you look at the diagram) in broad curves during the 3-month period. This relates to the earth's orbit around the Sun and the change in the relative position of the earth to the stars.
- Polaris has little alteration in its position.
- Whilst Jupiter and Saturn also have an apparent movement from East to West they alter their position in relation to the stars. These planets orbit our Sun as does the Earth, in relation to the stars.
- The moon in orbiting the earth reveals more rapid changes in relation to the stars and planets.
- Relative movement of planets faster than the stars (distance)

There are 10 marks for this section to be awarded as follows:

Notional 5 marks for the description of the star charts (stars = 2, Planets = 2, Moon = 1)

Notional 5 marks for the reasons for earth to stars (= 2) and earth to planets (= 2).

Earth to moon (= 1)

- (b) To what extent can further expenditure on space technology be justified? [40]

It is implicit in the question that candidates evaluate the need for expenditure on space technology in relation to other possible priorities. The cost effectiveness of expenditure on space technology can be measured against accrued benefits whilst

advantages such as increased knowledge; the joy of discovery and the search for new life forms are less easily measured.

Points which directly relate to possible cost effectiveness include:

- space technology as the cutting edge of research with developments in microelectronics, satellite navigation systems and transport;
- satellites and their use in environmental monitoring, mapping, response time disasters, better telecommunications. all with benefits to business/industry;
- space based systems as an aid to national security;
- aerospace technology, rocketry aircraft research;
- the search for resources;
- as a provider of employment, directly and indirectly.

Points relating to discovery/science and possible cost effectiveness.

- provides intellectual stimulus.
- the joy and need for discovery.. a human trait.
- the search for new life forms.
- the search for resources and a place to live.

Points against often but not always relate to where else money could be spent.

- Financing the wide range of earth-based problems, e.g. famine, natural disasters, aid
- Current rewards are questionable and have led to loss of life. Money could have been saved by relying upon Earth based observation rather than expenditure on space craft e.g. Apollo
- The expertise utilised on space research could have been used on earth-based projects.
- Why invest in space research when we are incapable of looking after our own planet.
- Enough is enough.

*Band 1* answers should take up the debate and look at the pros and cons of expenditure on space technology. At this level we can expect many candidates to either support one view or try to be objective. In both cases there should be at least three well argued points for and three against.

*Band 3* answers may well lack balance and sometimes take an emotional viewpoint. Expect many answers to lack the supportive information but achieve relevance. Answers which only develop one side of the debate should go to the top of band 3.

*Band 4* answers could achieve a pass mark. Answers will be flimsy and lack the development of points (lists of points may be common). However look for relevance in those answers approaching the possible pass standard.

**Total [40]**

**4 (a) Outline three ways in which landscapes can be conserved. [10]**

Three ways of conserving landscapes, not necessarily under threat, can include:  
By designation: National Parks, Area of Outstanding Natural Beauty and Heritage Coasts can be regarded as one example. They are organisations responsible for the management of land under private or commercial ownership.

By management: stewardship, honeypots, footpaths, car parks, building legislation, advice centres, SSSIs, World Heritage Sites offer conservation as well as research and education.

*Band 1* answers should give three ways, with an equal balance and emphasise conservation.

*Band 3* answers may lack balance but develop one or two points well; others may lack detail.

*Band 4* answers will be obviously weak and contain lists and little idea of conservation.

**(b) Examine the scientific arguments for, and against, keeping animals in zoos. [40]**

By definition a zoo is a place developed for the collection of animals and zoo pertains to animals or animal life. Currently a zoo is a place destined for the collection of animals, often the ones that are unknown by the public, and providing: exhibitions, practising preservation, reproduction and environmental education. The thrust of the question is whether or not animals should be kept in zoos and candidates need to review the value of zoos in keeping wild animals, the issue of quality control in zoos and whether or not animals should be left in the wild.

Zoos enable:

- Species conservation. Biologists, environmentalists, veterinarians are concerned with the preservation of species (particularly those threatened). Zoos both preserve species and encourage reproduction. Many zoos are involved in conservation projects around the world.
- Research. Maintaining sustainable nature/human relationships, explaining ecosystems, maintaining biodiversity and practising preservation.
- Environmental Education. Most people are ignorant of the earth's biodiversity and zoos offer an opportunity for education; important in maintaining biodiversity. People visit zoos because they are interested in animals which are otherwise inaccessible.
- Leisure. Zoos are very popular; demand meets supply.
- Zoos are important for business and employment. They offer professional development for zoo technicians, vets, supervisors etc.
- Researching and advising on correct environments.

Arguments against can include:

- Variations in the quality of zoos. Some have been closed or criticised for reasons of cruelty, dirty conditions; in other words quality and appropriateness.
- Rather than traditional zoos, wild life / safari parks in which wild animals have considerable freedom are very popular. They provide similar facilities for conservation, breeding, research, exhibitions etc but differ in the manner in which animals are kept
- The animals in captivity debate. Many will argue that no wild animal should be kept in a zoo (animal exploitation).
- With photographic recording there is no need for animal capture and exposure in zoos.
- Animals cannot always be returned to the wild.

*Band 1* answers should take up the debate and evaluate the arguments for and against. Points raised should be backed up with examples. At this level look for at least 3 well argued points for, and three against.

*Band 3* answers may not contain a good balance (it is stated in the question), may just list points and be prone to generalised comment. They may well be emotional and if so have views backed up with valid supportive arguments. They should however be relevant.

*Band 4* answers will possibly lack balance and detail but at the upper area of band 4 have relevance. Answers that are brief or wholly emotional.

**Total [50]**

**5 (a) For areas with which you are familiar, outline three different reasons for variations in levels of atmospheric pollution caused by motor vehicles. [10]**

Atmospheric pollution can include gases and noise. The question invites students to draw upon their own experience and can therefore apply to both rural and urban areas. Reference must be made to variations in atmospheric pollution, which inevitably will be related to levels of traffic congestion.

Daily peak and off-peak traffic. This is one factor contrasting rush hour with non rush hour traffic

Proximity to motorways.

Holiday traffic. This produces seasonal variations.

Urban Design. Narrow roads and high building tend to contain atmospheric pollution.

Rural Areas contrast with urban areas.

Interactions with weather conditions: anticyclones prevent the dispersal of air.

Local relief i.e. valleys, cuttings. These will prevent pollutants from escaping.

*Band 1* answers should contain three distinct and clearly described reasons. Each reason will be explained and contain reference to areas.

*Band 3* answers may contain three examples but be brief or lack balance.

*Band 4* answers may be loose about where, and be either vague or lack explanation.

**(b) Devise, and justify, a long term strategy for transport development in the UK which would be both energy efficient and reduce pollution. [40]**

This is an open question in which candidates are welcome to develop their ideas in both a realistic and imaginative form. The question invites them to develop and justify a long-term strategy for rural and urban areas targeting energy efficiency and pollution reduction. Answers need to seek solutions to problems (some of which should have been identified in section (a)). Although there are linkages candidates may well deal with energy and pollution as separate issues; the following summary does the same.

Pollution combines volume of traffic, with fuels, engine design and modes of transport.

The current trends suggest increased volumes of traffic, more roads and road widening combined with improvements to technology, possible fuel shortages and alternative fuels.

Strategies might include:

Those that reduce the volume of traffic and use of fuel.

- Motorway, expressway, bypasses aimed at diverting traffic away from urban areas thereby alleviating congestion and consequent congestion
- Road / rail priorities for cars, road haulage. These are cost effective in terms of road construction and combine diverting traffic from towns, cities and villages as well as reducing the volume of traffic.
- Local schemes e.g. Park and Ride reduce city traffic, city centre congestion charges, preventative measures (traffic free areas).
- Increased use of internal air transport, competitive cheap flights.
- Water transport using rivers and canals, and short sea shipping

Those targeting reducing emissions.

- Improvements to traditional fuels including lead free petrol, reduced sulphur content, diesel.
- Catalytic converters. Reduce pollution but do increase petrol consumption.
- Lean burn engines increase the ratio of air to fuel. (nitrogen oxide decreases but hydrocarbons increase).
- Alternative fuels. Electric, alcohol or hydrogen fuelled engines.
- Long-term consumer priorities. Increased car ownership, increases in road haulage, air transport, fuel costs etc
- International demands. e.g. rail links to Dover
- Long-term policies are better but lead to short term inconvenience.

In our assessment of this question it is important to look for:

A recognition of current difficulties, which need long-term policies.

A recognition of that which is satisfactory and in need of maintenance or extension

A balance between the considerations of inter and intra rural and urban transport.

Reference to road, rail, air in a UK context (although local exemplars are good).

Developments in water transport.

Externalities such as European links (road, rail and sea).

Cost

*Band 1* answers should contain a coherent strategy, which recognises current issue and develops a long term policy. There must be a balanced consideration of the needs of energy efficiency and pollution. Stated policies should be justified in terms of priorities and realism.

*Band 3* answers may be strong in some areas but weak in others. A strong analysis of current difficulties not backed up by a coherent long-term strategy or vice-versa; the latter should obtain better marks. Listed answers where policies are stated but not backed up.

*Band 4* answers although relevant but may lack detail, coherence and clarity on a long-term strategy.

Fanciful and unrealistic suggestions will be self-penalising.

**Total [50]**

**Generic Mark Scheme for 10 mark questions in Section B**

<b>Band</b>	<b>Level Descriptor</b>	<b>Marks</b>
Band 1	The candidate demonstrates the following abilities where appropriate to:	9-10
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	7-8
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence.</li> </ul>	
Band 3	The candidate demonstrates the following abilities where appropriate to:	5-6
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly, using some specialist vocabulary with facility;</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions.</li> </ul>	
Band 4	The candidate demonstrates the following abilities where appropriate to:	3-4
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusions.</li> </ul>	



Band 5	The candidate demonstrates the following abilities where appropriate to:	1-2
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation and inaccurate spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusions.</li> </ul>	
AO1 = Max 4, AO2=Max 2, AO3= Max 3		

### Generic Mark Scheme for 40 mark questions in Section B

Band	Level descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	33-40
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very good awareness of the differences between types of knowledge;</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	25-32
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate good awareness of the differences between types of knowledge;</li> <li>have a good grasp of the limitations of the different types of knowledge.</li> </ul>	

Band 3	The candidate demonstrates the following abilities where appropriate to:	17-24
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate clearly, using some specialist vocabulary with facility;</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate awareness of the differences between types of knowledge;</li> <li>have a grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 4	The candidate demonstrates the following abilities where appropriate to:	9-16
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusion;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge;</li> <li>have a restricted grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-8
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation, and inaccurate spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusion;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very limited awareness of the differences between type of knowledge;</li> <li>have a very restricted grasp of the limitations of the different types of knowledge.</li> </ul>	



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RECOGNISING ACHIEVEMENT

Mark Scheme 2964  
January 2005

### Section A

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
A1 and A2	22	2	22	4

Answer all the questions in this section

**1. 'Changing unemployment patterns in the UK'**

In the 1970s and 1980s the UK ranked amongst the countries with the worst unemployment records in Western Europe. Irrespective of statistical definitions, experts accept change began to take place in 1993 when UK unemployment began to fall.

In 2000 the UK government announced their highest employment rate since 1980 of 74%. The female working age employment rate was 69% and the male rate 79%. Equally unemployment levels dropped with only 5.9% of the workforce out of work.

Unemployment varied between regions with Scotland, Northern Ireland, Wales, the North, North-West and North Midlands having twice the rate of London and the South-East.

Alternatively, rather than counting unemployment by adding the number of individuals, one could calculate the number of households without anybody in paid employment. For many European countries a polarisation has developed since the early 1980s between work-rich (two earners) and workless (no earner) households.

The UK is unusual since male unemployment is higher than female unemployment. This is particularly so for men towards the end of their working lives. Young people are still disproportionately affected by unemployment. Young women are more affected by unemployment than young men though in some regions men are marginally at higher risk.

Analysis of the incidence of unemployment found 53% of all employees in the 18-59 age group had experienced unemployment in the previous 14 years.

(Source: broadly edited from 'Unemployment and Unemployment Policies in the UK' by Jochen Clasen and Peter Taylor-Gooby from the Internet <http://www.socsci.auc.dk/cost/systemuk.pdf>)

Explain the meaning of each of the following as used in the passage:

In each of the six sections of this question accept alternative phrases, but not those in the question. Allow colloquialisms and be ready to credit examples.

**(a) 'Irrespective of statistical definitions' (line 2)**

This may be marked as three separate items or as one whole phrase.

irrespective - done without taking certain things into consideration, without consideration of (1)

statistical- relating to data or numerical information (1)

definitions - statement explaining the meaning of a word (1)

or

Accepting that though there may be several definitions of unemployment the conclusion would be the same (3)

or

However you define unemployment in terms of data or numbers the conclusion would be the same. (3) **[3]**

**(b) 'female working age employment rate' (line 5)**

The amount or percentage (1) of women between the ages of 16 and 65 (or 60) (1) who are at work (1).  
Disregard the word 'rate' **[3]**

**(c) 'polarisation' (line 11)**

forming or separation or growth (1) of at least two groups (1) holding opposite or conflicting positions or opinions (1) **[3]**

**(d) 'disproportionately' (line 15)**

not comparing to something else in size  
compared to the percentage/fraction/ratio/amount  
allow references to the text e.g. greater unemployment of young people and females and older men.  
uneven, unbalanced, not uniform, unequal, of a different order **[3]**

**(e) 'marginally at higher risk' (line 16)**

a small amount (1) by which someone is in greater (1)  
chance/danger/jeopardy/peril (1)

If candidates deconstruct then

- marginally (up to 2) - small amount by which election is won
  - allows margin – edge of page, edge of woodland
  - on the edge of a group
- higher risk (up to 2) - greater chance/danger/peril **[3]**

**(f) 'incidence' (line 17)**

the extent to which something happens (3)  
frequency with which something happens (3)  
amount/rate allow up to 2 **[3]**

**2. (a) The extract refers to a number of statistical methods for calculating unemployment:**

**(i) Identify, in your own words, two of the methods referred to in the extract.**

The number of people out of work - number/% in different age groups  
 The percentage of people in different age groups - number/% by gender  
 The percentage of people by gender  
 The percentage of people out of work  
 The number of households without any person in paid employment (workless)  
 The percentage of households without any person in paid employment (workless).  
 Accept two contrasting definitions. Number and percentage are acceptable as different.  
 Allow alternatives.  
 2 @ 2=4 **[4]**

**(ii) Suggest two reasons why unemployment figures vary seasonally.**

Some employment is seasonal e.g. tourism.  
 Construction workers may be laid off during periods of poor weather.  
 School leavers enter the job market in the summer.  
 Harvest employment in the summer.  
 Christmas retail sales and postal services take on extra employees  
 2 @2=4 **[4]**

**(b) In the extract it is reported that 74% of the workforce was in employment and 5.9% was unemployed. What happened to the remaining 20.1 % of the workforce? Suggest two explanations.** **[4]**

Two explanations at 2 marks each. e.g.  
 Those between jobs.  
 Those not looking for work.  
 Rounding errors and inaccuracies.  
 Allow 'in prison', 'on holiday', 'retired early', 'sick' and 'people with disabilities'.  
 Allow asylum seekers, students, informal sector, part time, volunteers, maternity and paternity leave.  
 1 mark for simple statement plus 1 for development/exemplification

**(c) Suggest two reasons why unemployment rates vary between regions.** **[4]**

Two explanations at two marks each  
 1 mark for simple statement plus 1 for development/ exemplification.  
 Reasons include:

- growth regions such as the South-East attracting new industry;
- traditional heavy industrial areas suffering decline;
- areas with reputation for industrial difficulty e.g trade unions, congestion are neglected
- problems of skills mix;
- outdated infrastructure such as poor roads and railways.

**Credit reference to particular regions/areas**

- (d) Describe the different prospects of employment for young men and women in the area in which you live. [4]**

This is a test of candidate knowledge of their local area.

If an examiner is uncertain of conditions in an area then they can read several scripts from the Centre to confirm an answer.

Two marks for male prospects

Two marks for female prospects

Single marks or two marks for a well-developed point.

Credit examples.

Max 2 if no male/female differentiation.

- (e) Why do some governments attempt to reduce the rate of unemployment when others give lower priority to doing so? [12]**

Allow up to 4 marks for a well-developed point.

**Indicative content:**

Some governments see high unemployment as:

A threat to economic growth

A loss of productive capacity

A high cost in unemployment pay

Danger of unemployed falling into poverty

Reduces crime/ divorce/life expectancy/quality of life

Reduces inequality/danger of emergence of underclass

Increase taxation income

Having other priorities:

Deflationary/ reduces the risk of inflation.

Control of excessive wage demands

Disincentive to find work

Encourages people to train for new skills that are needed

Encourages competition and inventiveness

Encourages growth of the informal sector

If only one part of the question answered then a maximum of 8 marks.

Allow comments on other higher priorities such as health, education, war

## Section B

Answer one question from this section. Answers must be in continuous prose.

- 3 (a) Many television and radio interviewers ask politicians to give 'yes' or 'no' answers. Suggest one question an interviewer might ask about education policy. Explain why a simple 'yes' or 'no' answer would be resisted by the politician in this case. [10]

Use the 5-band 10 mark generic scheme to mark this question.

Assessment objective balance			
AO1	AO2	AO3	AO4
4	2	4	

**Indicative content**

Questions posed are frequently on complex issues.  
 Parts of the response may be positive and others negatives.  
 Does not commit government policy which may still be unformed.  
 Yes or no answers are dependent on other conditions.  
 Yes or no answers allow hypothetical speculation on outcomes.  
 Divergent view from that of the party.

Possible questions:

Student grants, tuition fees, choice of school for children, safety in schools, teachers pay, provision of special schools.

Allow alternatives.

Up to 4 marks for each point being made.

- (b) Assume that in the Budget Speech the Chancellor has announced:

- a small increase in the level of income tax to pay for higher spending on pensions;
- an increase in fuel duty to pay for new roads;
- an increase in social benefits below the rate of inflation.

As leader of the opposition you need to identify the possible disadvantages of these proposals in order to argue against them. Identify and explain two disadvantages for each of the proposals. [40]

Use the 5-band 40 marks generic scheme to mark this Question.

Assessment objective balance			
AO1	AO2	AO3	AO4
10	10	10	10

Three proposals each needing two disadvantages = 6 headings



**Indicative content****Increase Pensions**

Increases in income tax reduce incentive to work.  
 Pensions are a matter of saving and investment  
 Many retired people would prefer to work  
 Many retired people are wealthy and do not need the money  
 There are many other priorities for the use of income

**Paying for new roads**

Increases in fuel duty penalise industry, trade and rural areas  
 Transport industry has already paid road fund tax  
 New roads are not the way forward, they only increase traffic  
 Tax rates on fuel are already very high  
 Incentives should go to transfer of freight to rail

**Increased social benefits**

Increases in social benefits should not be a priority  
 Increased benefits do not encourage people back to work  
 People on benefits need to keep up with inflation to avoid poverty  
 As a society we are all responsible for each other

Notionally there are 7 marks for each disadvantage.

Band 1	Develops disadvantages for two headings and includes something for the third heading to reach threshold	33-40
Band 3	Develops disadvantages for one heading but includes something on the other two	17-24
Band 4	All three headings are included but none are developed	9-16

**Annotation**

Use Dp, Df, and Ds for each  
 Include e.g., K and dev

- 4 (a) **NIMBY and DINKY are acronyms for groups of people involved in the housing market. NIMBY stands for 'Not in my back yard' and DINKY 'Double income no kids yet'. Describe two ways in which each of these groups might influence the supply of housing in your area.** [10]

Use the 5-band 10 mark generic scheme to mark this question.

Assessment objective balance			
AO1	AO2	AO3	AO4
4	2	4	

#### Indicative content

Notionally 5 marks for each of the groups with up to 3 marks for each well developed point.

Interpret 'the ways in which' both in terms of the methods each group might use and the outcomes they might achieve.

In either case the candidates need to link their point to the characteristics of the group.

#### Nimby

Essentially negative

Resistant to additional development

Often well organised

Suggest other sites for development

Active as a group in listing likely problems e.g. transport, schools, parking, shops

Chose to live in an area and do not want to see it change

Regard area as particularly attractive

Slows down supply, house prices protected.

#### Dinky

Two incomes allows higher purchasing power

Enables access to deposit and higher mortgages

Higher payments by delay of family

Increases house prices

Reduce supply of affordable housing to less affluent

Attracts developers to increase supply

- (b) **Examine the arguments for and against spending local government money on the construction of affordable houses for young people.** [40]

Use the 5-band 40 marks generic scheme to mark this Question.

Assessment Objective balance			
AO1	AO2	AO3	AO4
10	10	10	10

#### Indicative content

For Affordable housing

Need for housing for young people and families

Underpins stability in society

Increased open market prices force people out of home area

Retired people and second home owners invade areas

Matches to local employment opportunities

Can use up brownfield or less desirable land

Against the need for affordable housing

Increases in supply will trickle down to less affluent

Market forces can not be resisted

Costly to subsidise

Money could be spent elsewhere

Why should people who have worked all their lives not buy home where they wish?

Why deny successful people second home out of the city, a place to relax ?

Not affordable anyway.

The slums of tomorrow

Should be made to use existing empty houses.

Local resentment of potential underclass.

Dangers of ghetto development.

Band 1	Develops at least two points on each side of the debate to enter band	33-40
Band 3	One side is developed but the other is included	17-24
Band 4	Both sides included though one may be weak to enter level	9-16

## Annotation

F for points in favour e.g. F1, F2 etc

A for points against e.g. A1, A2 etc

Also use K, dev, e.g.

- 5 (a) Suggest one problem arising from the current system used to elect Members of Parliament in the UK. Propose, with reasons, one alternative system. [10]

Use the 5-band 10 mark generic scheme to mark this question.

AO1	AO2	AO3	AO4
4	2	4	

**Indicative content**

UK uses the first past the post system  
 Members elected by minority of the electorate or those voting  
 Votes for unsuccessful candidates can be seen as wasted  
 Encourages negative tactical voting

Alternatives  
 Proportional representation  
 Single transferable votes

Band 2 answers will offer strength in at least one of the two sections.

Notionally five marks for each part.

- (b) What would be the advantages and disadvantages of making voting compulsory at General Elections in the UK? [40]

Use the 5 band 40 marks generic scheme to mark this question

AO1	AO2	AO3	AO4
10	10	10	10

**Indicative content**

Advantages:

- Everyone votes to give representation
- Everyone has to vote so takes some interest in the election
- Since people have taken part they identify with the outcomes
- High turnout gives a better mandate to successful candidates
- Prevents monopoly by small number

Disadvantages:

- Difficult to enforce
- Penalties would have to be applied (prison?)
- Spoiled papers to avoid decision
- Management of absentee votes
- Large minority may feel underrepresented
- Currently only those most interested/informed vote
- Enforcing penalties.

Band 1	Develops at least two points on each side of the debate to enter band	33-40
Band 3	One side is developed but the other is included	17-24
Band 4	Both sides included though one may be weak to enter level	9-16

Annotation

Use A<sub>1</sub>, A<sub>2</sub> etc and

D<sub>1</sub>, D

Also use K. dev and e. g

**Generic Mark Scheme for 10 mark questions in Section B**

<b>Band</b>	<b>Level Descriptor</b>	<b>Marks</b>
Band 1	The candidate demonstrates the following abilities where appropriate to:	9-10
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	7-8
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence.</li> </ul>	
Band 3	The candidate demonstrates the following abilities where appropriate to:	5-6
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly, using some specialist vocabulary with facility;</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions.</li> </ul>	
Band 4	The candidate demonstrates the following abilities where appropriate to:	3-4
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusions.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-2
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation and inaccurate spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusions.</li> </ul>	

**Generic Mark Scheme for 40 mark questions in Section B**

<b>Band</b>	<b>Level descriptor</b>	<b>Marks</b>
Band 1	The candidate demonstrates the following abilities where appropriate to:	33-40
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very good awareness of the differences between types of knowledge;</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	25-32
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate good awareness of the differences between types of knowledge;</li> <li>have a good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 3	The candidate demonstrates the following abilities where appropriate to:	17-24
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate clearly, using some specialist vocabulary with facility;</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate awareness of the differences between types of knowledge;</li> <li>have a grasp of the limitations of the different types of knowledge.</li> </ul>	

Band 4	The candidate demonstrates the following abilities where appropriate to:	9-16
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusion;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge;</li> <li>have a restricted grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-8
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation, and inaccurate spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusion;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very limited awareness of the differences between type of knowledge;</li> <li>have a very restricted grasp of the limitations of the different types of knowledge.</li> </ul>	





RECOGNISING ACHIEVEMENT

Mark Scheme 2965  
January 2005

Examiners should apply the generic mark scheme to make their initial assessment using a 'best fit', holistic approach. Reference should be made to the indicative content and the assessment objectives to arrive at the final mark.

### Generic Levels Mark Scheme

Band	Level descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	41-50
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a very good awareness of the differences between types of knowledge;</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	31-40
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a good awareness of the differences between types of knowledge;</li> <li>have a good grasp of the limitations of the different types of knowledge.</li> </ul>	

Band 3	The candidate demonstrates the following abilities where appropriate to:	21-30
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of accurate and relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate the ideas clearly, using some specialist vocabulary with facility;</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate an awareness of the differences between types of knowledge;</li> <li>have a grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 4	The candidate demonstrates the following abilities where appropriate to:	11-20
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge;</li> <li>have a restricted grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-10
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some relevant knowledge;</li> <li>integrate knowledge from a very limited area;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation, and inappropriate spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a very limited awareness of the differences between types of knowledge;</li> <li>have a very restricted grasp of the limitations of the different types of knowledge.</li> </ul>	

### Section A: The Scientific Domain

Answer one question from this section.

1. Suggest five criteria for identifying the greatest scientist ever. Apply your criteria to three of the six scientists in Table 1 and name your chosen winner. [50]

Please use the guidelines at the beginning of this mark scheme to achieve your final mark

Assessment objectives balance			
AO1	AO2	AO3	AO4
16	9	16	9

#### Indicative content

Criteria are likely to cover such aspects as:

- greatest help to most people;
- reduction of suffering;
- contribution to productivity;
- discovery of new knowledge;
- new machines;
- discovery of new lands or stars;
- success in adversity;
- intellectual insight;
- personal sacrifice.

**Band 1** candidates will have five appropriate criteria, suitably developed and will have applied their criteria to three scientists.

**Band 3** candidates will have at least three different criteria and there will be some attempt to match them to three scientists.

**Band 4** candidates will have two criteria with some matching to the scientists.

Recommended annotations:

Intro – Introduction

C<sub>1</sub> C<sub>2</sub> C<sub>3</sub> C<sub>4</sub> C<sub>5</sub> – for five suggested criteria

Ch<sub>1</sub> Ch<sub>2</sub> Ch<sub>3</sub> – for the three scientists chosen

Ap<sub>1</sub> Ap<sub>2</sub> Ap<sub>3</sub> Ap<sub>4</sub> Ap<sub>5</sub> – for application of chosen criteria

dev – for development of points

N – name of chosen winner

Conc – conclusion

Allow credit for quotes from the resource (ev).

Candidates appear to be using two main approaches:

- criteria identified, scientists named and criteria applied
- scientists named and criteria used in each.

2. **'In the midst of plenty, despair.'**

**While food is abundant in many areas, many millions of people in developing countries are undernourished. Each year about 18 million people, mostly children, die from starvation, malnutrition and related causes. An estimated two billion people suffer from malnutrition and dietary deficiencies; some 840 million of them are chronically malnourished. In sub-Saharan Africa as many as 70% of all women are anaemic. About 200 million children under age five - 40% of all children of this age in the developing world - lack sufficient nutrition to lead fully active lives.**

**In contrast, in many economically developed countries food is abundant, people obese and farmers encouraged not to produce more crops.**

**Suggest reasons for these differences in levels of nutrition and discuss ways in which this situation might be improved. [50]**

Please use the guidelines at the beginning of this mark scheme to achieve your final mark

Assessment objectives balance			
AO1	AO2	AO3	AO4
16	9	16	9

**Indicative content**

Reasons for differences:

- problems of distribution e.g. costs
- some countries too poor to pay for surplus from rich countries;
- corruption;
- population growth/ refugee problems;
- food as a weapon/ impact of war;
- lack of education health and medical care;
- poor farming techniques e.g. impoverished soils, inadequate irrigation, absence of advisory offices;
- natural environmental conditions (hazards, pests);
- other government priorities (export crops rather than food).
- Affluence
- Advertising
- Lifestyle in MEDC

Ways to reduce imbalance:

- population control
- food aid programmes; water programmes;
- increased productivity (GM crops);
- longer-term support projects;
- debt relief.

The command word 'discuss' allows credit to be given to candidates who point out the difficulties encountered when addressing the problems.

**Band 1** candidates will have at least three developed reasons for the imbalance (including MEDC and LEDC) and will describe and explain three ways forward. Discussion of difficulties will suggest high Band 1.

**Band 2** candidates must include MEDC and LEDC

**Band 3** candidates will include at least two reasons for the imbalance with some suggestions of a way forward.

**Band 4** candidates will include one reason for the imbalance and will suggest one way forward.

Recommended annotations:

Intro – Introduction

R<sub>1</sub> R<sub>2</sub> R<sub>3</sub>... - for reasons for differences

W<sub>1</sub> W<sub>2</sub> W<sub>3</sub>... - for ways to improve the situation

Diff.. Difficulties

dev – for development of points

Res – for use of resource

Conc - conclusion

3. **Many people agree that we must conserve our scarce resources and yet we use up more and more. Describe three ways in which lifestyles today encourage people to use more resources. What can be done to encourage us to be more responsible?** [50]

Please use the guidelines at the beginning of this mark scheme to achieve your final mark

Assessment objectives balance			
AO1	AO2	AO3	A04
16	9	16	9

Allow answers that span global to local levels.

#### **Indicative content**

Ways in which lifestyles encourage use of more resources:

- advertising and packaging, media, internet;
- greater disposable income;
- desire to move out of cities and travel to work;
- central heating and air conditioning;
- peer pressure;
- fashion;
- built in obsolescence;
- tourism and travel.

Ways to greater responsibility (Actions):

- publicity campaigns;
- sustainable strategies;
- newspapers and television;
- political action and taxes;
- available recycling;
- road charges;
- incentives for greater efficiency;
- ecotourism;
- improved energy efficiency;
- education for better conservation of resources
- alternative materials.

The question is in two parts:

- ways lifestyles encourage more use;
- ways to encourage us to be more responsible.

If only one of the two is present max. Band 3.

Note the question is not about effects eg. Pollution, global warming

**Band 1** candidates will be able to give three ways in which we are encouraged to consume and two of these will be developed, they will offer at least three actions developed to persuade greater responsibility.

**Band 3** will be able to give two or three ways with little development, they will suggest some ways we could be persuaded but with little development.

**Band 4** candidates will offer something in both parts of the question.

Recommended annotations

Intro – introduction

$W_1 W_2 W_3$  – ways lifestyles today encourage use of resources

$A_1 A_2 A_3$  – actions to encourage us to be more responsible

Conc - conclusion

### Section B: The Cultural Domain

Answer one question from this section.

4. How do the beliefs of any one religious group help people to come to terms with or account for tragedies such as the death of a loved one, disease, war, famine and poverty? [50]

Please use the guidelines at the beginning of this mark scheme to achieve your final mark

Assessment objectives balance			
AO1	AO2	AO3	AO4
16	9	16	9

#### Indicative content:

Tragedies such as those described are sometimes divided into 'moral evils' (including war, murder, rape and child abuse) and 'natural evils' (earthquakes, storms and droughts).

#### Christianity

Candidates selecting this question will be expected to know the central tenets of one religion. For example those writing from a Christian base may use such points as:

- the death of Christ and the resurrection;
- the existence of a supreme being;
- the existence of free will;
- responsibility to others and the existence of sin;
- the fellowship of the community to support;
- the just war, the lesser of two evils, the consequences of inaction.

Typically answers may make the following points.

1. The universe is essentially good, the creation of God. He has placed the human race in a privileged position, with power over and responsibilities for the rest of creation.
2. God loves all that he has created. Christians believe in God the Father as a loving father.
3. There is evil in the world. Some Christians believe in forces of evil, as described in the Bible. Others see evil as being sometimes random, sometimes the result of the actions of human beings.
4. God has given the human race free will, the ability to choose between right and wrong thoughts, words and actions. The choices made often are wrong and cause suffering.
5. Jesus, God the Son, lived a human life. While showing God's love in relieving suffering through miracles, he accepted suffering and death himself - suffering and death caused directly by human beings.
6. Life on earth is not the whole picture. Christians believe in life in heaven for those who have loved and served God - sincerely, according to the standards in which they believe.
7. To the question "Why does God allow evil to exist?" the answer lies in part in God's allowing freewill. Why natural disasters occur may not be known.
8. The pragmatic way in which Christians face life is to accept that evil is part of life and people have to cope with it. The way in which they cope with life's problems is crucial. Christians believe they must face whatever life brings, good or evil, in the spirit of trust in Jesus Christ and love of God and neighbour.
9. When people ask "Why has this happened to me?" "Why has my baby died?" a Christian might reply "I don't know - I am not a doctor". In other words we can not know everything.
10. Some more fatalistic Christians believe that all suffering is sent by God to test people. "It must be God's will". "God thought this little baby was so beautiful that he took



him to be an angel". These attitudes should be credited as ways in which some Christians come to terms with events. Some will argue that suffering in this life is a test to ensure a positive position in the next.

10. Christians are individuals and will draw on their faith in different ways in crises. Essentially it comes down to the understanding of and relationship with God, Father, Son and Holy Spirit.

Be inclusive to allow for the many different versions of Christianity.

### **Islam**

Belief in one God 'Allah'.

Follow the teaching in the Qur'an as revealed to the prophet Muhammad.

Muslims live out the will of Allah as described in the Qur'an.

Muslims believe that all that happens is part of Allah's plan. Suffering and pain are therefore part of a big plan which people can not always understand.

Suffering is seen as a test given by God (Allah).

When Allah made the world he made people superior to angels by giving them free will. Satan was thrown out of heaven and given the job of testing people's faith.

Key beliefs:

- All human beings are the creation of Allah, human life is sacred, men and women equal;
- Muslims are charitable at all times;
- The planet is the gift of Allah and is to be protected by human beings;
- Muslims are responsible for caring for and not abusing the planet's resources;
- (Ibis) Satan tests people's faith.

**Credit reference to the five ways as being a product of belief.**

### **Buddhism**

The question of suffering (Dukkha) is central to Buddhism.

Buddha taught that suffering is part of the way things are in life.

The Buddha's teaching on suffering is contained in the Four Noble

Truths:

- suffering is part of everyday life, people need to come to terms with change in life but these changes often make them unhappy;
- suffering has a cause, which is craving or thirsting for such material things as shopping, eating, and television. They always want the latest thing. These cravings fuel suffering. The craving consumes what it feeds upon and is never satisfied;
- suffering stops with the end of craving;
- the way to end suffering is the Eightfold Path

The Eightfold Path:

- Right understanding, the link of desire and suffering;
- Right attitude/intention, you give yourself life;
- Right speech, words can hurt so always encourage people;
- Right action, behave with kindness and compassion;
- Right livelihood, your job should not destroy life or harm others;
- Right effort, take care of what you say, do and think;
- Right awareness, aware of what you are doing and why;
- Right concentration, meditation on a still point of focus.

### **Hinduism**

Hindus believe in karma, the law of cause and effect.

In karma each thought and action has an effect.

The state of the present life is the result of actions of previous years and previous lives.

Sinful actions of the past (paapa) help to explain suffering. Good actions today will reduce suffering in the future.

Hindus believe that selecting the right path in life will bring peace of mind.

The right path includes worship and loving devotion, study and discipline, service to humanity.

Many Hindus accept voluntary hardship (suffering) as part of their path along the right spiritual journey.

Many Hindus believe that permanent happiness can not be found in the world. Such temporary things as money, possessions and relationships distract people.

As people become attached to material objects they lose lasting happiness and suffer from lust, greed, anger and fear.

### **Judaism**

Jews follow the Ten Commandments plus 600 mitzot. Suffering comes from God and must be seen as positive

The key points are:

- suffering is seen as the result of free will. The gift of free will gave people the potential for human sin and evil. God is not able to control people's use of free will;
  - the Jewish Bible, the Tenakh, teaches that suffering comes from God and is intended for people's benefit; it is a way of disciplining people, may be seen as a learning process, a punishment for sin, brings people back to God, and a test;
  - suffering is seen as for the benefit of humans, a way of educating us and showing our mistakes;
  - suffering may make a person repent their sins;
  - suffering by one group may be on behalf of another generation;
  - suffering may only be for good people as a test;
  - those who suffer have to draw upon inner strengths they did not know they had.
- Credit reference to the Book of Job which includes attention to unrighteous suffering.

### **Sikhism**

Beliefs are based upon the teachings of God as revealed to ten Gurus.

Key beliefs include:

- God is one, the only eternal reality;
- God is present in creation and in each human being;
- all people are equal;
- includes daily meditation and sharing;
- emphasis on caring and those in need must be protected;
- suffering is seen as the result of selfish human action and is not God's fault;
- Sikhism sees God as the source of everything;
- suffering is seen as a mystery, people are expected to rise above it and develop a trust in God.

Answers covering such groups as the Plymouth Brethren, Jehovah's Witnesses, Mormons and Paganism are acceptable.

**Band 1** candidates will identify their chosen religious group and develop at least three points specific to the religion

**Band 2** three points specific to the religion

**Band 3** will identify their religious group and include at least three points related to the question.

**Band 4** will identify their religious group in vague terms with some suggestion of the way beliefs help- the members. No name of group then max. Band 4.

Recommended annotation

N... Name of group  
 H<sub>1</sub> H<sub>2</sub> H<sub>3</sub> how the groups cope  
 Dev for development of points  
 eg appropriate example  
 K - Knowledge  
 Relig – link to the chosen religion

5. **Creativity is usually more than a miraculous flash of inspiration. It often involves hard work and careful preparation. Discuss how your own creative experience or your attendance at an artistic event has helped you to understand the creative process. You may consider the construction of a new building, attending a fashion show, exhibition, play, film, concert or writing poetry.** [50]

Please use the guidelines at the beginning of this mark scheme to achieve your final mark

Assessment objectives balance			
AO1	AO2	AO3	AO4
16	9	16	9

#### Indicative content

Candidates need to identify events that can be from any part of the list. Events not on the list are acceptable.

The candidates then need to explore the ways in which the events have helped them to understand the creative process.

The aspects they might include are:

- the use of the imagination;
- the accommodation of design and practicality;
- the involvement of the heart and mind with the outcome;
- the attitudes, norms and fashions of society;
- striving for best;
- matching personal response to thoughts of beauty;
- the role of religion and other sponsors;
- the message of the creative artist;
- costs and symbols of wealth.

**Band 1** candidates will identify event(s) and develop at least three aspects of the creative process. Credit discussion of challenges.

**Band 3** candidates will identify event(s) and describe two aspects of the creative process.

**Band 4** candidates will identify one event with some glimpse of the creative process.

Recommended annotations

CP<sub>1</sub> CP<sub>2</sub> CP<sub>3</sub> – for aspects of the creative process  
 Dev – for the development of points  
 e.g – for examples of achievements  
 Ev<sub>1</sub>, Ev<sub>2</sub> for events

Do not limit answers to single events

'Discuss' allows challenges to the question e.g. flashes of inspiration, allow the spontaneity of live performance, live music, jazz, comedy.

**6. Select examples from two of the following areas to discuss the suggestion that the best creative work always includes a message:**

- architecture;
- fashion;
- painting;
- photography;
- literature (novels and poetry);
- sculpture;
- the stage;
- cinema.
- music.

**[50]**

Please use the guidelines at the beginning of this mark scheme to achieve your final mark.

Assessment objectives balance			
AO1	AO2	AO3	AO4
16	9	16	9

**Indicative content**

Candidates need to include two of the areas listed and to select examples from each of them.

Messages could be drawn from:

- reality e.g. war, love, beauty;
- challenges to current views;
- symbols of wealth and success;
- suffering to bring greater feeling and understanding
- the past and life that has changed;
- the desire to inform other artists
- artists wishing to share;
- the desire to develop imagination and perception;
- wanting to encourage observation;
- lifestyle e.g. rap, drugs
- record of events

Challenges to the statement are acceptable. These could include:

- art is for art's sake;
- the message may be seen by the observer but not the creator;
- messages may be seen by experts but not everyone;

Be ready to give credit to any discussion of what is considered 'best'.

For example:

- contribution to understanding daily life;
- innovation and new insight;
- performance above all others;
- celebrating an event.

**Band 1** candidates will select their two areas and identify and develop three messages and through a discussion of their examples examine the contention in the question. They will both support and challenge the contention.

**Band 3** will select their two areas and identify two messages but their examples will not be specific and they will tend to be unbalanced in their discussion.

**Band 4** may only select one area with an example and an insecure attention to the idea of message.

If the candidate dismisses the contention they will need three examples to achieve Band 1. In addition, they will need to find some support if they are to achieve high Band 1.

Recommended annotations

Ch<sub>1</sub> Ch<sub>2</sub> – for the two chosen areas

M<sub>1</sub> M<sub>2</sub> M<sub>3</sub> – etc. for messages

Dev. – for development of these points.





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RECOGNISING ACHIEVEMENT

Mark Scheme 2966  
January 2005

Examiners should apply the generic mark scheme to make their initial assessment using a 'best fit', holistic approach. Reference should be made to the indicative content and the assessment objectives to arrive at the final mark.

### Generic Levels Mark Scheme

Band	Level descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	41-50
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a very good awareness of the differences between types of knowledge;</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	31-40
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a good awareness of the differences between types of knowledge;</li> <li>have a good grasp of the limitations of the different types of knowledge.</li> </ul>	



Band 3	The candidate demonstrates the following abilities where appropriate to:	21-30
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of accurate and relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate the ideas clearly, using some specialist vocabulary with facility;</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate an awareness of the differences between types of knowledge;</li> <li>have a grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 4	The candidate demonstrates the following abilities where appropriate to:	11-20
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge;</li> <li>have a restricted grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-10
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some relevant knowledge;</li> <li>integrate knowledge from a very limited area;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation, and inappropriate spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a very limited awareness of the differences between types of knowledge;</li> <li>have a very restricted grasp of the limitations of the different types of knowledge.</li> </ul>	

### Section A

- 1 Read the poem “Timothy Winters” and then answer, in the form of an essay, the question that follows.

Charles Causley’s poem was published in 1957. With reference to his poem and your own knowledge of British Society today, discuss the similarities and differences in the lives of the underprivileged then and now.

[50]

Assessment Objectives Balance				
Sub Section	A01	A02	A03	A04
	8	8	26	8

#### Indicative Content:

##### Similarities

- There are still those who are very poor
- The poor may show at least some of TW’s signs of underprivilege:
  - Poor physical condition
  - Lack of cleanliness
  - Shoddy clothing
  - Under-achievement at school
  - Lack of food
  - Poor housing
  - Broken homes
  - Substance abuse
  - Emotional and physical abuse
- The Welfare State still does not solve the problem of poverty
- Social workers’ powers are limited (there may be specific examples here e.g. Victoria Climbié)
- On a positive note, we are not necessarily dehumanised by poverty and neglect  
This is the point made at the beginning and end of the poem

##### Differences

- The Welfare State was in comparative infancy in 1957
- It is now more efficient in tackling the severest poverty
- The Benefit system now means that the severest poverty is avoided
- Social Workers do a great deal to help the under-privileged
- Schools are now less likely to have “Morning Prayers” pure and simple
- Fewer people derive comfort from a religious belief

- There is evidence that the poor and under-privileged are becoming increasingly discontent with their lot
- Aftermath of WWII no longer an excuse
- The football pool is now replaced by the lottery
- The view of the social worker in the poem is a positive one
- Today a social worker is more likely to be an “Aunt Sally”
- Timothy might suffer worse abuse today
- Under-privilege today may take less obvious forms; parental neglect because otherwise loving parents both work long hours for example.

### **General**

- “knowledge” of British society today might be theoretical or personal; a mixture of the two would be pleasing (NB A04!) but not essential
- There must be some reference to the poem but this could vary in extent and might be specific (quotations) or more general, or implicit
- Ditto “knowledge”
- If only similarities OR differences: Band 4 maximum
- If only reference to poem OR own knowledge: Band 4 maximum
- This is very definitely not an exercise in literary analysis
- It is an exercise in comprehension but this comprehension may be general rather than particular
- Credit anything else relevant

### **Band One**

A cogent response with a judicious mixture of reference to the poem and own knowledge. The candidate will establish pertinent and well informed links between 1957 and the present. Answers will be fluently and accurately written.

[41 - 50]

### **Band Three**

The response will be relevant but lacking the depth and detail of a Band One answer. There will be reference to both the poem and own knowledge but one or both elements may well be rather pedestrian.

[21 - 30]

### **Band Four**

There will be a sense of limitation to the answer, either because only one element (reference to poem/own knowledge) is considered or because both are considered in a very superficial and/or uninformed manner.

[11 - 20]

### Section B

- 2 Politicians can assess public opinion in the years prior to a General Election through a variety of social science research methods such as opinion polls, questionnaires and surveys. Evaluate one such research method as a means of assessing public opinion.**

[50]

Assessment Objectives Balance				
Sub Section	A01	A02	A03	A04
	8	8	26	8

#### Indicative Content:

- The research method cited must be relevant (if not, Band 5 max)
- By their nature, such “unofficial “ indicators could give rise to superficial/fickle responses
- Such fickle responses will inevitably produce rapidly fluctuating data
- Fluctuating results could confuse an overly media friendly government
- The sample drawn is of vital importance
- If a specific political party initiates a poll, survey etc., a degree of bias may well be built into the system of research
- Such information considered rationally could aid politicians’ decision making (e.g. SEC at time of writing is unpopular with the electorate so the Government hangs fire)
- This question may well be popular with Politics students etc., but detailed technical knowledge is not required
- Elections per se are not relevant methods here
- Credit anything else relevant
- If more than one research method considered: B3 max.

#### Band One

A cogent response with a wide range of reference. These answers will focus on the evaluation of a social science research method. Answers will be fluently and accurately written. [41 - 50]

#### Band Three

The response will be relevant but lacking the depth and detail of a Band One answer. A relevant research method will be identified but treatment may well be rather pedestrian. [21 - 30]

#### Band Four

There will be a sense of limitation to the answer. Perhaps the research method identified is of dubious relevance or it’s relevant but superficially treated [11 - 20]

- 3 Discuss the suggestion that all classes of drugs should be legalised.**

[50]

Assessment Objectives Balance				
Sub Section	A01	A02	A03	A04

	8	8	26	8
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**Indicative Content:****Advantages**

- The 'forbidden fruit' argument
- Freeing up of police
- Less crime
- Drug problems could be more closely monitored
- Less social unrest
- Decriminalisation of the "broadly innocent" (Pot smoking children of the Sixties and Seventies for example)
- Reduction of stress
- Ethics: many dangerous drugs are legalised already
- Revenue from drug sales could be channelled into the Exchequer
- Drugs for medicinal purposes (e.g. cannabis) would be available

**Disadvantages**

- Moral responsibilities (eg in schools)
- Many illegal drugs are potentially very dangerous
- Possibility of social chaos
- Greater chance of addiction
- Greater chance of AIDS
- If all drugs were legalised, far more people would be tempted to try them
- Gateway to other licentiousness
- Credit anything relevant

**Band One**

A cogent, well informed response with an acknowledgement that this is a complex issue and there will, inevitably be pros and cons whatever the general thrust of the argument. Answers will be fluently and accurately written. **[41 - 50]**

**Band Three**

The response will be relevant but lacking the depth and detail of a Band One answer. Both advantages and disadvantages may be considered but what argument there is may well be rather pedestrian **[21 - 30]**

**Band Four**

There will be a sense of limitation to the answer; only advantages or disadvantages may be considered; the tone may well be overly blasé and the answer ill informed. **[11 - 20]**

- 4 **At a time when European nations are coming together to form a single, wider community, some parts of the United Kingdom are pressing for greater independence. Examine the arguments in favour of both of these developments.** **[50]**

<b>Assessment Objectives Balance</b>				
Sub Section	A01	A02	A03	A04
	8	8	26	8

**Indicative Content:****General**

- The two phenomena are not mutually exclusive
- Some newer members of the EU were once part of the USSR
- The EU is seen in some quarters as modern and efficient in a way that the UK is not
- Parts of the UK may well prefer being European to being British

**For the EU**

- Europe is now comparatively easy to travel around
- Europe as a whole is now more familiar to a range of Europeans of a range of nationalities
- Many businessmen see SEC as desirable
- Modern developments e.g. the Internet, make Europe wide trade easy and inevitable
- Global communications make access to Europe in general very straightforward
- For better or worse, the Euro is now an established monetary fact for the majority of Europeans
- The cultural identity of individual countries within Europe is weakening (arguably)
- Europe can compete on the world stage in a way that individual countries cannot
- Financial, military, political, legal, social, moral implications

**For independence within the UK**

- Gives local responsibility – might tackle political apathy
- This has happened to an extent: Scottish and Welsh Assemblies
- Different parts of the UK are significantly different culturally
- Regional sports teams help foster individuality
- The European landmass includes many separate states; there is no reason the UK should not contain a number also
- The position of Northern Ireland is ambiguous

**Band One**

A cogent, well informed response with an acknowledgement that this is a complex issue and there will, inevitably be pros and cons whatever the general thrust of the argument. Answers will be fluently and accurately written. **[41 - 50]**

**Band Three**

The response will be relevant but lacking the depth and detail of a Band One answer. Both sides of the argument may not be considered or what argument there is may well be rather pedestrian **[21 - 30]**

**Band Four**

There will be a sense of limitation to the answer; only one of the developments will be considered; the tone may well be overly blasé and the answer ill informed. **[11 - 20]**



RECOGNISING ACHIEVEMENT

Mark Scheme 2968  
January 2005

Examiners should apply the generic mark scheme to make their initial assessment using a 'best fit', holistic approach. Reference should be made to the indicative content and the assessment objectives to arrive at the final mark.

### Generic Levels Mark Scheme

Band	Level descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	41-50
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge;</li> <li>show a good understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems well and evaluate them appropriately;</li> <li>develop complex reasoned arguments and draw sound conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a very good awareness of the differences between types of knowledge;</li> <li>have a very good grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 2	The candidate demonstrates the following abilities where appropriate to:	31-40
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge;</li> <li>show an understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way;</li> <li>use a range of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>analyse issues and problems and evaluate them competently;</li> <li>develop reasoned arguments and draw conclusions on the evidence;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate a good awareness of the differences between types of knowledge;</li> <li>have a good grasp of the limitations of the different types of knowledge.</li> </ul>	



Band 3	The candidate demonstrates the following abilities where appropriate to:	21-30
AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge;</li> <li>show an adequate understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas clearly, using some specialist vocabulary with facility;</li> <li>use some of the rules of grammar, punctuation and spelling with facility;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake some analysis of issues and problems and make a superficial evaluation;</li> <li>develop arguments and draw conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate an awareness of the differences between types of knowledge;</li> <li>have a grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 4	The candidate demonstrates the following abilities where appropriate to:	11-20
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some relevant knowledge;</li> <li>show a modest understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary;</li> <li>use some rules of grammar, punctuation and spelling;</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited analysis of issues and problems with limited evaluation;</li> <li>develop limited arguments and draw limited conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge;</li> <li>have a restricted grasp of the limitations of the different types of knowledge.</li> </ul>	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-10
AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge;</li> <li>show a restricted understanding of the concepts involved;</li> </ul>	
AO2	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms;</li> <li>use poor grammar and punctuation, and inaccurate spelling.</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>undertake poor analysis of issues, problems and evaluation;</li> <li>recognise arguments and conclusions;</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate very limited awareness of the differences between types of knowledge;</li> <li>have a very restricted grasp of the limitations of the different types of knowledge.</li> </ul>	

## Section A

- 1 Identify and discuss one cultural, one social, and one scientific issue that has arisen through the growth in demand for holidays. Outline at least two factors that could have major effects on this growth in the future. [50]

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
	12	6	13	19

**Indicative Content**

For clarification, the sources cover the following themes:

- Hot summers and long school holidays.
- Difficulty in entertaining large families on low budget.
- Cost of entertainment in the UK.
- Problems affect low-income earners.
- One third of Britons don't take a holiday due to lack of cash.
- Travel chaos grows each year.
- Temperatures continue to rise and will continue to do so.
- Changes in climate are something we have to get used to.
- Rises in temperature caused by global warming.
- We have a responsibility to do something about it.

The essay is in two parts. In the first part, issues for discussion might include:

**Cultural**

- More acceptance and less suspicion of different cultures through first-hand experience.
- The world becomes a smaller place and cultures merge more easily in terms of language, cuisine and customs.

**Social**

- Holidays are no longer for the rich and prosperous.
- Companies offer 'deals' and choices to cater for all social groups, whether by age, sex, or personal interest.
- The strength of the £ and € have made travelling abroad attractive.
- Foreign resorts have better and more extensive facilities and can guarantee good weather.
- Created jealousy and resentment, notably amongst children.

**Scientific**

- Shrinking world through faster, safer transport with larger capacity.
- Associated pollution caused by increases in exhaust gases.
- Designers are building resorts, theme-parks hotels and attractions which are larger and more technologically advanced.
- Increased incidence and spread of diseases.

The second part:

**Factors that might affect future growth might include:**

- acts of terrorism in tourist resorts;
- changes in the world's climate, including a growth in the home tourism market due to warmer summers;
- increasing costs due to fuel shortages, changes in demand;
- safety, both in transit and in the place being visited;
- natural hazards [earthquakes, violent weather, fires].

**Band 1** A response to both parts of the question with coverage of all three domains, supported by examples and/or experiences, which may be in the third person. Not all candidates will have taken holidays or travelled extensively but it is not unrealistic to assume that they will have opinions and views based on their observations. Good use of AO2 with few errors and the inclusion of specialist vocabulary.

**Band 3** A response to all parts of the question but with weaknesses in responding to the three domains. The second part may lack any analysis and the support of argument and examples. Satisfactory AO2 with some errors and limited reference to specialist vocabulary.

**Band 4** Both parts not covered fully or in any detail. Points made might be largely anecdotal and lacking any real structure. AO2 is poor and lacking fluency and coherent construction of arguments.

Annotate using C for cultural, Soc of social, Sci for scientific, E for factor affecting growth.

## Section B

- 2 Discuss the extent to which cultural diversity, social division and scientific innovation are influencing levels of crime and its detection in the UK. [50]

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
	13	6	12	19

## Indicative Content

For clarification, the sources cover the following themes:

- Crime figures are unreliable, only suggesting a broad trend.
- Overall, crime down 22% in 2002 due to increases in police numbers.
- Improved performance management.
- New crime initiatives.
- More police = more crimes reported.
- DNA has moved on into 3D format, containing more details.
- Less information and tissue needed.
- Fewer personnel, more robots.
- Detection rate speeded up.
- Debate concerning a DNA database from birth leading to possible invasion of privacy or worse due to DNA data being stored.
- Internet fraud and other on-line offences.

Each of the three domains will need to be covered but not necessarily with the same weighting.

	Positive effects	Negative effects
<b>Cultural Diversity</b>	<ul style="list-style-type: none"> <li>• Examples set by other cultures to deter crime.</li> <li>• The effect on community relations.</li> </ul>	<ul style="list-style-type: none"> <li>• Some cultures have differing attitudes to crime and punishment.</li> <li>• New residents and asylum seekers wait a long time to be processed and may turn to crime in desperation.</li> <li>• Stereotypical responses as to which group the perpetrators come from.</li> </ul>
<b>Social Division</b>	<ul style="list-style-type: none"> <li>• Enables police to focus on target groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Society divided into 'haves' and 'have nots'.</li> <li>• Certain groups/areas targeted due to their social status/stigma.</li> </ul>
<b>Scientific Innovation</b>	<ul style="list-style-type: none"> <li>• Speedier identification.</li> <li>• Accuracy and reliability of equipment.</li> <li>• Deterrence [cctv, speed cameras].</li> <li>• Reduce prison inmates [by tagging].</li> </ul>	<ul style="list-style-type: none"> <li>• The storing of DNA invades privacy.</li> <li>• Equipment can be faulty [breath testing].</li> <li>• Samples can be lost or switched [too much is relying on their existence].</li> <li>• Burden of proof rests on a machine.</li> </ul>

This table is not an exhaustive list of ideas. Examiners are encouraged to use their own professional judgement and permit any sensibly reasoned response from candidates.

- Band 1** Each of three domains is examined and there is sound evidence of analysis and exemplars relating to both levels of crime and its detection. Good use of AO2 with few errors and the inclusion of specialist vocabulary.
- Band 3** All domains not covered and the arguments are sketchy and unsubstantiated, perhaps focusing on the crime figures in one particular area. Satisfactory AO2 with some errors and limited reference to specialist vocabulary.
- Band 4** Little reference to the three domains with vague reference to crime growing but largely negative without looking at the positive steps taken towards improving detection. AO2 is poor and lacking fluency and coherent construction of arguments.

Annotate using C for culture, Soc for social, Sci for scientific, ± for positive effect, - for negative effect.





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RECOGNISING ACHIEVEMENT

REPORT ON THE UNITS  
January 2005

### Chief Examiner's Report

In this session of examining, six units were available to candidates. Three of the units were at AS and three at A2. The entry for AS was much larger than that for A2 though Principal Examiners noted the continued increase in candidates entered for the A2 synoptic unit.

It is pleasing to report that the greater majority of candidates produced answers that showed them to be informed, with understanding of the important issues that had been raised by the questions. The energy shown by candidates, particularly at A2, in writing extended essays in the time available is to be commended. The majority of candidates were clearly well prepared and motivated to engage with the questions.

The senior examining team recognise that candidates achieving high grades in General Studies (A and B) have demonstrated a sound knowledge base, the ability to assemble and interpret evidence and a facility to communicate their answers with clarity and precision. Some admissions officers in higher education institutions may wish to note this characteristic.

The team noted a number of common characteristics in the answers read. These include the following:

- the answers provided are enriched and achieve higher marks when candidates can share examples of their own experience with the examiner;
- in a number of papers, the questions provided included a structure to guide the candidates which certainly strengthened the answers provided;
- some topics, such as the European Union, global warming and mobile phones, proved to be triggers for candidates who then disregarded the specific question that had been set;
- candidates still struggle with the concept of *culture* where they tend to see the word as synonymous with society;
- the questions include mark allocations in brackets and candidates should make greater use of this information in planning their time and length of answer;
- Centres are encouraged to train their candidates to enter the numbers of the questions they have answered on the cover of the answer booklet.

Some of these general issues, together with ones specific to particular units, will be taken up in the INSET that is planned for the Autumn of 2005.

Unfortunately, this examination is still beset by a very small number who use it to submit unacceptable material. Offensive scripts (e.g. those which include foul language or obscenity) are regarded as a form of malpractice and can result in action being taken against the candidate concerned.



## 2961: The Cultural Domain (Written Examination)

### General Comments

This paper saw a change in format from previous session by the division of Section A into three questions. The aim of this was to offer the candidates smaller items to answer with a view to improving their access to marks. Examiners were pleased to note the overall improved performance in Section A and the ability of candidates to respond with enthusiasm to a variety of information sources - prose, a cartoon, and statistics. Through specifying the number of points required for each question, candidates seemed more focused on the tasks and gained good marks, supplementing their answers with relevant supporting statements or examples. Centres are reminded that, in common with most examinations, the mark at the end of the question is the clearest indication of how much detail is required and the amount of time that should be allocated to its completion. In the case of question 3, there was some evidence that candidates did not develop answers sufficiently to access the 15 marks available.

There is evidence of good preparation of candidates for the extended writing that is a requirement of Section B. Candidates seemed able to present material in a pleasing style and support this with analyses and examples. The inclusion of personal experience and case studies enabled the higher mark bands to be accessed though simply giving lists of unchallenged facts hampered real progress and rarely stretched an essay above half marks.

Candidates continue to find any question that is connected to any aspect of culture a mystery and to be avoided. Centres are again reminded of the importance in including study of this part of the General Studies specification.

The quality of communication was good for most candidates though there were certain cases where poor handwriting and an inability to spell with accuracy seriously hampered positive achievement.

### Comments on Individual Questions

#### Section A

1. (a) Both phrases provided candidates with few difficulties though weaker candidates repeated the words and the phrases in giving their meanings. It clearly helped examiners when candidates provided some support for their definitions or when candidates covered all of the words, thereby causing no misunderstanding and placing the meaning in some context.
- (b) Most candidates identified that 'whites' were in the majority and followed this with historical reasons why 'blacks' would not inflict the same racism on 'whites'. Responses were usually considered and meaningful in content. As there were only two marks available, it was simply necessary for candidates to indicate two reasons. A number offered long supporting paragraphs which impinged on their time.

- (c) This question was well answered with references to 'taking jobs', 'different religions and culture', and 'illegal immigrants' all advanced as reasons for prejudice against minorities. Few drew on their own experiences of school and neighbourhood, though the supporting information offered was usually clear and helpful.
  - (d) This produced a mixture of responses but the overarching problem encountered was the confusion between 'public services' and 'serving the public'. As a result, examiners encountered many examples citing sport, corner shops, petrol stations, and restaurants rather than public transport, local government and the health service. It was gratifying to see that some students drew upon their social history knowledge to refer to the emigration of people to the UK in the 1950s and 1960s to meet the labour shortage.
  - (e) Most candidates had little problem in gaining full marks for this question by citing many issues surrounding mutual family support. Some reached half marks by merely naming two values. However, many chose to answer the question from the point of view of an ethnic minority whereas it was equally valid to apply the principles to any family unit, including their own.
  - (f) To gain full marks there was a need to provide one item of evidence to support each idea. To simply repeat the evidence offered in part (e), elements of strong family values, was not sufficient to be awarded a mark. Many felt that the image portrayed was not typical and simply a stereotype found in the press. This was not really answering the question set and received few, if any, marks.
  - (g) Though there was a preponderance of examples of great athletes cited and descriptions of their achievements, many candidates failed to consider their physique, stamina and the fact that most had to struggle in their own country to make the grade.
2. (a) Candidates were allowed some flexibility here and had the choice of describing, interpreting or deducing information from the cartoon. The better responses were able to see that the two players were approaching the issue from different viewpoints and the best candidates were able to see that the white player was insensitive. Only a few candidates misinterpreted the comment, supporting racism.
- (b) By asking the candidates to 'account' for the statistics, they were able to support or refute them. In fact, some of the better answers came from candidates who challenged validity. Part (i) generally covered points about racism and hooliganism, part (ii) identified racism as a key factor, and part (iii) outlined the legal difficulties and made good use of problems facing our national teams abroad. Overall, the responses were considered and of a good standard.
3. The fact that this question was worth 15 marks seemed to pass some candidates by. A list of five points could gain no more than five marks unless they were developed or included some example of how the plan might work or be received. The weakest simply wrote opinions of their own without being linked to any specific measures. The best focused on a specific sport and described penalties, education programmes, media coverage and anti-racist literature as well as involving well-known sporting personalities. Most candidates were able to achieve a balance between punishment and involvement in their measures.

## Section B

4. (a) This proved to be a popular question. Most candidates produced informed responses which were able to identify reasons for basing beliefs on the writings of holy books. The moral code, a guide for life and the word of God were often used in answers and many candidates cited books other than the Bible. High marks were achieved by developing and extending answers.
- (b) Most essays produced were well-balanced and focused and some candidates used the question as a basis to explain their faith. This opened up the opportunity to score marks in AO4 but only when a fair and objective opposite view was offered. There was good consideration of 'proof' and the support for miracles and the views of Charles Darwin. Indeed it was interesting and rewarding for the candidates that the theories of teleology, ontology, chaos, Blind Watchmaker, and St Thomas Aquinas were used to good effect. Perhaps the most disappointing feature of a significant number of essays was that a clear conclusion or personal view was not reached.
5. (a) This question proved to be an unpopular choice with candidates. Whilst it proved fairly easy to provide three reasons for choice there was too often insufficient support to award higher than Band 3. Family influence and strongly held personal convictions were often the most popular reasons for any one of the four choices on offer.
- (b) Many candidates could not offer four aspects of conflict between rural and urban cultures. In fact, the concept of 'conflict' seemed difficult to grasp even in the context of attitudes and lifestyles. Fox hunting was often mentioned though, despite its actuality and publicity, candidates could not identify the different sides to the argument and the conflict of cultures. Many essays consisted of comparisons between town and country and the exploitation of traditions. The most successful essays were where candidates focused on a local issue that affected their area.
6. (a) Examiners found it quite easy to award marks in this part of the question as candidates cited some sensible and proven advantages. Many were able to back up their claims with personal experience or compelling argument (though it was interesting to note that a number of candidates felt that not being able to talk to someone was an advantage). However, a large number were under the impression that e-mail was free, forgetting the internet service charge.
- (b) As question 6 was the most overwhelmingly popular question, examiners were able to see an extensive range of answers. The essence of a good answer was to discuss the *extent* of change and to include the way we live *and* work. The poorest answers simply listed everything that a mobile telephone can do and made no reference to work uses. Better candidates not only looked at lives and work but made a real attempt to explain the change from what we could do before as opposed to what we can do now. Indeed, the main issue facing examiners was that of balance as candidates tended to focus on the positive attributes of owning a mobile telephone without referring to the negative aspects and dangers. It was relatively easy to score marks in AO4 if a candidate challenged popularly held opinion or questioned the exploitation of youth by the mobile telephone industry, for example.

## 2962/01: The Science Domain (Written Examination)

### General Comments

The January 2005 paper received a very positive response from the majority of candidates. According to the levels of ability of the candidates, answers were generally well presented and relevant. Candidates used their time well and significantly there were very few rubric errors. Whilst retaining the normal pattern for optional questions in section B, the January 2005 paper offered candidates a slightly different structure in section A.

The Section A emphasis on a single scientific investigation with questions structured according to the stages of scientific method proved to be quite successful. The vast majority coped well with the continuity between questions 1 and 2 and significantly, in contrast to previous sessions, there was a much better balance of marks across the two questions. Candidates seemed to welcome the opportunity to undertake a set of more practical exercises involving a piece of student research.

In section B, although question 4 proved to be the more attractive, there was again a much better balance with a larger percentage attempting the two remaining questions. Essays were generally well thought out and, given the opportunity to draw upon personal experiences, some excellent use was made of supportive exemplar material. The quality of English was generally of a high standard with good use of relevant scientific vocabulary.

### Comments on Individual Questions

#### Section A

The whole of section A revolved around a student's investigation into how three different fertilisers would affect the growth of tomato plants, with questions structured to conform to the stages of 'scientific method'. Thus whilst question 1 concerned itself with the preliminaries and methodology of the investigation, question 2 was concerned with the presentation of data, its explanation and the evaluation of the investigation. In contrast with previous sessions, the continuum between questions 1 and 2 encouraged a better spread of marks and many candidates seemed to welcome the opportunity to undertake practical tasks rather than regurgitate their knowledge of science.

1. (a) (i) Few difficulties were encountered in understanding that preliminary work needs to be done in preparation for an investigation of this nature. Answers tended to focus on the characteristics of the fertilisers and optimising conditions for the growth of tomato plants. Strong answers often achieving 4 marks were clear in their identification of two aspects of preliminary study and gave a full description of why it was needed. Weaker answers achieving 1 or 2 marks listed one or two relevant points without any elaboration.

- (ii) As the establishment of a research question or hypothesis invariably forms the centre-piece of such an investigation, inviting candidates to establish this at the beginning of this section is appropriate. Two marks were obtainable through a sentence that combined the use of different *fertilisers* in encouraging the *growth* of *tomato* plants. Marks were lost through the omission of these key components of the question or hypothesis.
- (b) By asking for 'four ways in which the student controlled the investigation' candidates were in fact outlining and justifying some of the techniques and equipment used in the study. Most answers achieved between 4 and 8 marks for this question. Eight mark answers were clear about the control and amply justified its use e.g. 'The student used soil of the same composition for each plant thereby, prior to adding the fertiliser, all plants were entitled to the same soil nutrient content'.
2. (a) (i) Candidates were expected to point out ways in which the data contained in Fig 2.1 could be further simplified. Firstly, the question focuses upon the data and not how it could be represented e.g. by graphs. Implicit in the question is that the data has already undergone some simplification thus 'further simplification' could involve:
- removal of the height change column as it is superfluous
  - recording data at longer intervals as the amount of change over three days is small,
  - providing a mean value for height change.
  - combining the data into one table by removing unneeded columns.

Common errors were to state that cumulative frequency is a viable simplification, yet it is already there in the height column or to only show the mean height as a mean spread over 72 days, which would of course ignore rates of growth, or to complicate the data rather than simplify it.

- (ii) Although this should have proven to be an easy mark, a surprisingly large number of candidates failed to determine that plant C had the smallest rate of growth i.e. 5cm after 15 days.
- (iii) The majority of candidates achieved either 2 or 3 marks for this question. It was pleasing that many candidates took to laying out their calculations in a logical order with a significant number recognising the need to divide the final height for plants A and C by 72. Having reached the correct totals, a correct subtraction led to an answer of 0.19 or 0.20, dependent upon when the calculations were rounded to two decimal places.

Common errors were to ignore the rounding to two decimal places i.e. 0.20 rather than 0.2 or not to place the units (cm per day) correctly after the total; many simply wrote cm rather than cm/day.

- (iv) Approximately 50% of the candidates found no difficulty at all with this calculation. Having correctly deducted 33 from the final height of 75, the answer of 42 was then expressed as a percentage of 75. However, far too many candidates either failed to reach the total of 42 or, having completed the subtraction correctly, could not calculate a percentage.

- (b) (i) Responses to constructing a line graph were of a very high standard. For most, the points were correctly plotted, lines neatly drawn and labelled and the construction correctly annotated. Marks were sometimes lost through omissions to the annotations or one or both of the lines being drawn incorrectly. A very small number of candidates constructed bar charts and an even smaller number gave up without making an attempt at this question.
- (ii) Although taught at Key Stages 3 and 4, quite a large number of candidates did not clearly distinguish between the dependent and independent axes. Having said this, the majority of were able to achieve at least one mark by generalising about the data on each axis without pointing out the relation between time and plant height. Some candidates supplied correct definitions without referring to the data, thereby achieving full marks.
- (iii) Marks for this question ranged between 2 and 4. There were many excellent answers combining changes to the gradients of each line with supportive data. Marks were occasionally lost by making general statements about the lines and not using any supporting data (neither time nor height).
- (c) (i) The majority of candidates proved to be well versed in the art of writing conclusions and the level of performance to this question was quite good with many achieving between 4 and 6 marks. Either directly or via a general description, there was considerable reference to the data and the extent to which it supported the initial hypothesis. Very often full marks were obtained with conclusions which expanded the relative value of each fertiliser and how they should be used. Weaker answers often got as far as describing the nitrate fertiliser or plant group C as being the most effective without any supportive evidence.
- (ii) Although this question was less well answered than part (i) most candidates achieved some credit with many getting 4 marks. The aim was to give candidates the opportunity to evaluate the investigation. Integral to the evaluation is the phrase "this investigation"; thus reference to an entirely new investigation is irrelevant. There was frequent reference to improvements such as retesting, the need for a control plant and comparison with plants grown outside. The more discerning candidates proposed that if the investigation had been extended then other indicators such as the size and health of the leaves, the final height of the plant or indeed the quality of the fruit could have been assessed.

Although some candidates avoided this question many weaker answers either wrote superficial descriptions of one improvement or moved to an entirely new investigation e.g. other types of plants or entirely new fertilisers.

## Section B

3. Although answered by a significant number of candidates this proved to be the least popular of the three questions in this section. Even so, with part (a) proving to be quite difficult, there were some very strong and evaluative answers to part (b).

- (a) Many candidates did not refer explicitly to the star charts and answers tended to dwell upon the reasons that might cause an apparent shift in the position of the moon, planets and stars. The better answers hovered around 6 or 7 marks and provided reasons for the relative movement of celestial bodies in general terms. These answers were clear about the effects of the earth orbiting the sun and the moon orbiting the earth. These candidates would have moved towards full marks if they had referred to the actual movements displayed on the charts by mentioning directions and distance.

Weaker answers tended to omit information from the charts and were very vague about the reasons for the positional changes.

- (b) Although very few answers moved into band 1 there were a large number of quite passionate essays in support of continued expenditure on space exploration. Many candidates revealed a very detailed knowledge of the value of space exploration in expanding satellite navigation systems, micro-electronics, telecommunication systems (civil and military), aerospace technology and environmental mapping. In addition to these points, band 2 and 3 answers also developed points relating to new discoveries and, for many, the opportunity to find a new home for mankind.

Unfortunately, points against continued space expenditure were far too brief and rarely went beyond alternative expenditure on health and aid. It would have been better for candidates to take up the evaluative emphasis in the question and balance arguments *for* with similar detail on points *against*.

Perhaps because of the nature of the question, this question attracted candidates who were confident in their knowledge of space exploration and consequently there were very few poor answers.

4. Question 4 proved to be the most popular choice and although part (a) did prove to be difficult, candidates are to be congratulated on the quality of the essay on zoos.

- (a) This question required a simple outline of three ways in which landscapes can be conserved. As landscape has an urban as well as non-urban meaning, candidates were at liberty to select from National Parks, Areas of Outstanding Natural Beauty, SSSIs, and Heritage Coasts, through to buildings, litter and industrial heritage sites etc. The important emphasis was to outline the way in which it is being conserved. Many gave answers that were applicable to all landscapes in terms of limiting pollution. Good candidates did discuss places they knew about and how they had been or could be conserved. The National Trust and National Park designation and policies were common choices as were some vague suggestions about local council strategies.

- (b) In the main, candidates took up the spirit of this question and there were a large number of interesting high quality essays. Most essays contained a good balance of ideas and good essays can be differentiated from the poor by the depth of analysis rather than omissions. Scientific arguments for keeping animals in zoos revolved around species conservation and reproduction, species research and education, with the best answers expanding into maintaining biodiversity and correct environments.

Although a small number of candidates did become quite emotive in arguing against keeping animals in zoos, most were very objective in expressing their views. Common points related variations in the quality of zoos, the problems of returning animals to the wild, the captivity debate and, from a large number of candidates, some strong evaluation on the value of safari parks rather than traditional zoos.

The significant number of high quality answers not only contained a good balance but also points supported by sound scientific reasoning and exemplar material. Weaker answers tended to lack this depth of analysis or were poorly balanced.

5. This transport question attracted about a quarter of the entry and, like questions 3 and 4, part (a) posed more problems than part (b).

- (a) The main difficulty that candidates encountered lay in outlining three distinct reasons for variations in areas. Most chose to describe variations between areas, thereby missing such factors as daily peak and off peak traffic, seasonal variations and variations in weather conditions. Having said this, some candidates did pick up the differences between urban and rural areas, the effects of high and low population density and variations in the size of urban areas. Other relevant answers reviewed variations in pollution by transport on a global scale.

In the spirit of the question, the better answers were concerned with variations in levels of pollution in areas and weaker answers tried to point out global differences.

Unfortunately, some candidates ignored the requirement for looking at pollution caused by motor vehicles and wasted time in describing industrial and domestic pollution. The weakest answers provided only one or two reasons in the form of brief statements.



- (b) This question had the objective of providing candidates with the opportunity of considering some of the current issues related to transport in the UK and devising a strategy for future planning in terms of energy efficiency and reducing pollution. It was devised as an open question in which candidates were welcome to develop their personal ideas in both a realistic and imaginative form. This question drew the widest range of responses from the excellent to the very poor.

The best answers considered transport on a broad scale with strategies covering domestic and commercial transport issues in both urban and rural areas of the UK. Their strategies combined reducing pollution with improvements to energy efficiency through reference to improvements to public transport, the use of clean fuels, increased use of rail transport and, in addition to current well tested schemes such as 'Park and Ride', congestion charges and some quite draconian policies targeting car usage. There were some excellent descriptions of possible developments in transport technology.

Weaker answers concentrated upon domestic transport and the increased use of public transport to reduce pollution whilst ignoring the need for improved energy efficiency. Many weaker responses viewed the question as being concerned with traffic in towns rather than the broader national perspective.

Fortunately there were very few fanciful and unrealistic suggestions.

## **Conclusion**

It was pleasing that, in this session, most candidates used their time well with very few incomplete answers and rubric errors. The good balance between sections A and B is indicative of effective time management and planning.

Essays were generally of a higher standard than previous sessions. For many candidates the careful planning of essays resulted in a logical sequence of developed points and effective use of relevant scientific vocabulary. It was noticeable that some Centres are still entering candidates who are not really of A Level ability. These candidates often struggle to write essays and, instead of discussion, resort to bullet points or simple lists.

## **2964: Social Domain 1 (Written Examination)**

### **General Comments**

The paper retained its usual format with candidates required to answer both questions in Section A and one of the three in Section B. The great majority answered the correct number of questions. There was some evidence that candidates allocated too much time to Section A at the expense of the later part of Section B.

Candidates demonstrated a willingness to engage with the issues raised by the paper. In Section A the focus was on unemployment. Answers showed that the candidates were familiar with the issues raised in the questions and had a sound grasp of many of the concepts examined. Strengths included the ability of candidates to understand and analyse the resource provided. One area of weakness was a lack of knowledge of the reasons for regional variations in unemployment. Candidates appeared to have only the vaguest of ideas about employment conditions in the various parts of the United Kingdom.

An issue of examination technique arose in question 2(d). In this question the candidates were asked to 'Describe the different prospects of employment for young men and women in the area in which you live'. A large number of candidates disregarded the part of the question that asked for differentiation between young men and women.

The final part of question 2 called for an exploration of differing government policies on unemployment. It is pleasing to record that candidates appeared well informed in this respect, making reference to both policy and ideology.

The three questions in Section B were of more or less equal popularity. Candidates were more successful with questions 3(a) and 5(a) than 4(a). In the (b) part of these questions candidates should be prepared to allocate more time to the writing of an extended piece of prose.

Finally it is rewarding to note that only a small handful of candidates did not make the most of their opportunity to engage with this paper.

## Comments on Individual Questions

### Section A

1. This question required the candidates to read a short piece of text taken from the internet. The text concerned unemployment and the analysis was supported with a range of definitions and statistics. Candidates were asked to give the meaning of six of the concepts used in the text. In general, the candidates did well in this task though some struggled to articulate their message.

The candidates need to be warned that the explanation of a term cannot normally be achieved by repeating the term or the words used in a phrase. For example they used the terms 'statistics' in (a), employed in (b) and 'proportional' in (d).

- (a) Candidates tended to deconstruct this phrase into its three constituent parts.
- (b) This term was generally understood though some candidates did use the words in the phrase as a way of explaining it.
- (c) This proved challenging for some candidates. Good answers used the idea of opposite magnetic poles, whilst others recognised the gap emerging in the two social groups.
- (d) The candidates were asked to explain the term 'disproportionate' within the context of the phrase 'Young people are disproportionately affected by unemployment.' Examiners had the feeling that candidates knew what this meant but were unable to articulate their understanding.
- (e) Candidates found it easier to explain 'marginally' than to put 'at higher risk' into their own words.
- (f) 'Incidence' was least understood of all the terms. Examiners were allowed to credit 'incident' as a close alternative. However some candidates appeared to link the word with accidents. This may reflect its use in some television drama.

The problem for many candidates was that they recognised the 'situation/event' aspect of this question but were unable to include the 'extent/rate' part of the definition.

2. This question continued the theme of unemployment. Six themes were taken from the extract and candidates were expected to develop their understanding of each of them. In general, candidates scored well on this section.

Examiners noted that candidates tended to spend too much time writing long answers to this question. This may have given too little time for Section B.

- (a)(i) Candidates were, in general, able to identify two methods for the calculation of unemployment. This question had many good answers that achieved full marks.

(a)(ii) Candidates who understood the term 'seasonally' were able to answer this question with facility. Theme parks and holiday camps were the most often mentioned reasons for a summer increase in employment. Retail employment during the Christmas season was the other main area mentioned.

(b) Most candidates were able to recognise the focus of the question. Some suggested counting errors but the main reasons given related to a break in employment.

A minority misunderstood the term 'workforce' and included answers referring to children, the retired and the self-employed.

(c) Candidates understood the question but many appeared to have little knowledge of circumstances in other regions. London was often cited as a place with many jobs and the 'North' as an area of unemployment. Scotland is apparently too cold to hold many jobs.

Examiners noted one Centre in Sheffield that did particularly well in this question.

(d) Candidates appeared to have some ideas on the short-term prospects of jobs in their area. However, only a minority differentiated between male and female prospects. The horizon of many candidates appeared only to extend to part-time jobs, university and graduation.

Some candidates were able to give an interesting listing of the openings in their local area. Others gave an historical account of changing opportunities. The past experiences of workers in coal mining areas were recounted in some Centres.

(e) This was probably the most challenging section to this question. However, it is pleasing to note that many recognised the alternative approaches to unemployment posed in the stem. Some linked the approaches in a perhaps too directly causal manner to 'New Labour' and 'Conservative' party policies.

Some candidates who lost marks here need to be reminded to note the number of marks available for a section. Since twelve marks were available, compared to only four in the other parts of the question, a more extended treatment was expected.

## Section B

Though question 5 was marginally the most popular, the number of answers to questions 3 and 4 suggests that the choice provided was a realistic one.

3. (a) This question asked candidates to consider the reasons for politicians being reluctant to give 'yes or no' answers to questions posed by interviewers. The candidates gave examples of the types of question posed about education policy. These questions showed good insight into the main educational issues of the day. The majority of the questions were posed in such a way that a yes or no answer was possible. Candidates then explained the reasons for the politician's reluctance to answer without the opportunity for a longer development.

Candidates, in general, performed well on this question and appeared to have good understanding of the stereotypical thinking of many politicians. At times this produce a rather sceptical view of their role.

Some Centres may wish to give attention to the candidates' ability to ask and understand the nature of open and closed questions.

- (b) In this section candidates were asked to consider their responses to three budget proposals from the Chancellor. Each of the proposals had its worthy aspects as well as disadvantages. Candidates were asked to focus only on the negative aspects of the proposal. In terms of the pension proposal and fuel tax increase they did well. However, many failed to note the problems arising from an increase in social benefits 'below the rate of inflation'.

Particularly notable were responses that used examples to illustrate their arguments. In addition, a good number of candidates mentioned the recent problems of fuel supply and the protests that followed as possible consequences of further increases in the tax upon fuel.

4. (a) In this question candidates were given the definitions of the acronyms NIMBY and DINKY and were asked to consider the influence of each group on housing supply. The answers were, in general, disappointing. The links between the pressure group of NIMBYs and the consumer group DINKYs with housing supply were not understood by many candidates.

Of the two groups, candidates had a better understanding of the NIMBY position than that of the DINKY. This is perhaps surprising given that they may soon become part of the latter group.

- (b) In this question candidates were asked to look at the advantages and disadvantages of spending local government money on the construction of affordable houses for young people. The majority of answers included both advantages and disadvantages.

One surprising aspect was that many answers appeared to see young people as exclusively university students, who would behave badly, and graduates needing to get on the property ladder.

The better answers to this question regarded young people as those setting out on their independent adult working lives.

5. This was the most popular choice in Section B. However, examiners noted that the level of political awareness did tend to vary between Centres. In view of the specification for this unit, some Centres may wish to increase their attention to political issues during their General Studies sessions.

- (a) In this question the greater majority of candidates knew of the current system for the election of Members of Parliament. In terms of an alternative system, the idea of proportional representation was the most popular.

Some candidates thought that the journey to the polling station was the main problem whilst others recommended a solution involving greater use of information technology.

- (b) This question asked candidates to consider the advantages and disadvantages of making voting compulsory in UK General Elections. Most answers included some advantages and disadvantages. However, in general, disadvantages appeared to have greater weight.

Only a small number of Centres had looked at the system in Australia where voting is compulsory.

## 2965: The Scientific and Cultural Domains (Written Examination)

### General Comments

The paper retained its familiar format of three questions drawn from the Scientific Domain in Section A and three from the Cultural Domain in Section B. Candidates were expected to answer one question from each section. Examiners report that candidates responded positively to the questions set. Indeed, to judge by the length of some answers, the candidates relished the questions. The candidates showed a capability to write extended answers and to develop them through an introduction, main points and conclusion. Many candidates included appropriate examples. In this examination, candidates appeared more willing to draw upon and make effective use of their own experience.

In Section A questions 2 and 3 were of equal popularity. Question 1 was the least popular. In Section B question 4 was the most popular with only a limited number of answers to question 5.

In questions 2 and 3 candidates were asked for ways forward or action that could be taken. It is worth noting that many presumed powers for government well beyond those available. Suggestions such as the fixing of world prices for food and other resources, prohibition of certain foods and design specifications for cars are clearly beyond current legislative powers.

It was clear to examiners that some high scoring Centres had followed the specification very carefully and familiarised their candidates with many of the issues related to the topic.

### Comments on Individual Questions

#### Section A

1. This question was the least popular in Section A. It required candidates to identify five criteria they would use to identify the greatest scientist of all time. The majority of candidates understood the notion of selection criteria and nominated five. Some weaker candidates produced criteria with substantial areas of overlap.

With the five criteria named, the candidates were asked to apply them to three scientists. Biographic detail was provided for five scientists and candidates were invited to add one other scientist if they so wished. All of the five biographies were used though Darwin, Curie and perhaps surprisingly Turing were the most popular.

In naming the greatest scientist, Archimedes was nominated the most frequently. The reasons given were the early conditions under which he worked and the fundamental influence he had on scientific method.

2. This question asked candidates to account the wide differences in nutrition to be found in LEDC and MEDC. In general the answers were good and well informed. For LEDC, a wide range of factors was cited including government, colonial legacy, population growth and trade disadvantage. For MEDC, the pace of life, the availability of fast foods and advertising were seen as influences. Some candidates described at length the exploitation of LEDC and perhaps left themselves short of time to introduce other factors.

Some candidates appeared to regard all LEDC as a block of countries, along the equator, with little rain, poor soils and in Africa. There was also some confusion over the difference between climate and weather.

When candidates addressed the second part of the question about the ways to address the differences in nutrition, a number showed great sensitivity and understanding. They gave important roles to the governments of MEDC and to the major charities. The best candidates noted the difficulties of implementing the proposals they were making.

3. In this question the candidates were able to cite three ways in which modern lifestyles tend to disregard the needs of sustainability. The car, television and comfort were seen as the main sources of resource depletion. At times the car dominated the answer and there was a drift into pollution and global warming rather than resource depletion.

In terms of actions that could be taken, recycling was prominent as well as the use of alternative sources of energy and transport.

## **Section B**

4. This was the most popular question in this section. Many answers showed a genuine concern for the ways in which those experiencing tragedy could be helped.

Whilst Christianity was the most frequently nominated religion, there were also good answers for Islam. Examiners also noted several very good answers using Hinduism. Candidates in some Centres used their knowledge of Roman Catholicism to good effect.

Many answers looked at the list of events given in the question and worked their way through them. Sometimes quotations were given from religious texts. Candidates found the justification for war the most challenging.

The main weakness to some answers was their lack of specific reference to religious tenets. As a consequence they wrote in very general terms.

Some candidates found themselves in difficulties over the role of 'hell' and its equivalents in religious thinking.



5. This was the least selected question on the paper. However it produced a good range of answers. Some candidates wrote at length about personal experiences and events attended.

Candidates selecting this type of question need to describe the events they have experienced and then to stand back and recognise the processes taking place.

Some weaker candidates spent most of their time describing the logistical demands of an event or production.

6. This question produced many good answers. Candidates were able to recognise the messages contained in their two chosen areas. Fashion, music, cinema and literature were all popular choices.

Better candidates did challenge the contention in the question. They cited creative pieces that they felt contained no message.

Some candidates noted that the message could be with the creator of the piece or in the eye of the beholder.

The main weakness in answers was the tendency to name a book, film or CD and then to describe its message. These answers tended to omit evidence from the chosen source to support their answer.

## **2966: The Social Domain (Written Examination)**

### **General Comments**

It was pleasing to see the vast majority of candidates offering an earnest, considered response to the examination. Even in the less developed answers, there was usually a sense of a candidate striving to do his or her best. The best answers were, as ever, a pleasure and an inspiration to read; here was a sense of candidates who were genuinely concerned about some central topical social issues, had a detailed knowledge of them and were passionate yet discerning in discussing relevant details. It was also most encouraging to observe that, contrary to what certain sections of the media might suggest, the English language is still a tool that the more able candidates are able to master and use to potent effect: some answers were beautifully written. On a more prosaic note, the abler candidates maintained a very high (at times exemplary) standard of correctness; spelling and grammar are not lost arts. It would, however, be disingenuous to claim these standards applied to all. While it is certainly true that the vast majority of candidates communicated perfectly clearly, there was a considerable incidence of technical inaccuracy: both spelling and punctuation were, in many cases, significantly flawed. Spelling errors even included words used in specific questions, which is really not acceptable.

Responses to individual questions was often very sound; when they were not, the following basic and familiar rules had (usually) not been followed.

Candidates should:

- read the question and answer the one set, not another one which they have prepared beforehand;
- avoid generalisation. Social issues are rarely pure and never simple;
- leave time to check their work thoroughly.

## Comments on Individual Questions

### Section A

1. The vast majority of candidates found this question congenial and were able to pin point differences between Timothy Winter's life and today's underprivileged very precisely, using a wide range of relevant background knowledge. It was gratifying that a large number of candidates used the same points as the official mark scheme, which made the question quite straightforward to assess and helped many candidates achieve satisfactory marks. Very few candidates made the mistake of treating the question like a poetry appreciation (although intelligent comment on the literary qualities of the poem was a happy side product) but some candidates did ignore the poem altogether. This was something the question made it clear they must consider. While the majority of candidates displayed sound knowledge here, a number were unaware that the Welfare State was in operation in 1957 and some believed the Second World War was still being fought.

### Section B

2. This was a surprisingly popular question and was a pleasant indication that Centres have been focussing on some of the more technical topics on the Specification. The majority of candidates offered competent responses and had plainly done some background work. There was adequate understanding of what these Social Science tools were (most candidates referred to questionnaires) and sensible attempts were made to assess advantages and disadvantages. However, many failed to link answers to a General Election and few, if any, found anything in the question to excite interest or stimulate the imagination. Competence was easy enough to achieve, but complexity was another matter.
3. This was by far the most popular question in Section B. Many candidates had excellent, detailed knowledge and some could cite first-hand experience (AO4!). Most wrote with considerable feeling about the various issues, which, after all, have particular relevance to their generation. This question not only differentiated well, it also seemed to many to have relevance and importance, so that responses were often much more than mechanical examination-room exercises. The situation under discussion is naturally complex and this made it comparatively easy for more able candidates to meet the Band One criteria. Even less able candidates tended to write with some competence on this vital issue.

If they can, candidates should write about what they know and feel (always with rigour of course).

4. This was the least popular question in Section B and caused the most problems. These were caused, in the main, by a failure in examination technique: the question had not been read thoroughly. Candidates were asked to consider *both* EU membership and greater regional autonomy and a significant number failed to do this. This meant a severe drop in mark

(Band 4 maximum) and a number of excellent candidates failed to gain credit as a result. To reiterate a general comment made above, candidates must answer the question they are set.

## 2968: Making Connections (Written Examination)

### General Comments

The examination produced a wide range of answers and the overall view of examiners was that candidates were amply stimulated by the given sources and were able to use these in a variety of interesting and constructive ways. It was pleasing to note that there were few examples of essays which consisted of slavish copying from or paraphrasing of the passages. Instead the most common approach was to challenge or support the views expressed and transmit this into a cogent argument with some telling examples or case studies. As the main thrust of the paper is to make connections, it was gratifying to see that both candidates and Centres had prepared well for this. Many essays were well planned and developed, offering an introductory overview and then following this with development of ideas in each of the three domains. At times, conclusions offered nothing more than a few closing, summary comments. However, at the highest level, candidates wrote thoughtful, original projections for the future of travel and crime.

Planning was good, though there was a marked absence of outline plans before the essay. This did not compromise the overall good quality of answers. At times, the writing was passionate, pleading and probing with excellent support and balanced arguments. There was also plenty of evidence of candidates being prepared well as examiners credited many good examples of erudite analysis and other sources of knowledge as candidates introduced contradictions, paradoxes and their own life experiences.

Whilst many connections were made, some candidates chose to base their whole answer on just one domain simply because the thrust of the source was from this area. Centres are reminded that the source material is a stimulus and not the key to a high mark.

Time management was mostly very good though there are still instances of the first answer being considerably more developed than the second one. The quality of English was good although common spelling and grammatical errors persist.

### Comments on Individual Questions

1. The question offered three sources of different types, all taken from a national newspaper. In the first, the demand for holidays was looked at on a personal and social level - the effects on a family. In the second, a report on the increasing demands placed on the transport infrastructure. In the third, an e-mail between two colleagues concerning the creeping problems of global warming. It was important to establish these three areas as they were the key to unlocking an informed response. Each source pointed towards one or two domains and, by careful reference, the best answers seen were crafted from careful consideration of what was being said rather than paraphrasing it or making a direct lift.

With reference to culture, the best answers referred to the increasing possibility of experiencing new cultures first-hand and the way in which the world has shrunk to some extent by the introduction of foreign cuisines and customs into our lives. What was once reserved as an experience for our vacations is now readily available in our own towns and cities. Certainly, there was evidence to suggest that candidates recognised the benefits that travel could have on their education and life skills though the common assumption was that everyone took at least one holiday a year. A number also suggested that it was our right to have a holiday and the less fortunate families

should be given government assistance to take one.

Social issues were the least well tackled by the majority of candidates. Source A was used extensively in portraying the plight of families but again, the main reference made was to the inability to afford foreign holidays. The UK was largely dismissed as over-priced, out of date, and generally dismal. It was possible to contrast the experiences of the Burgess family to others who can find economical and enjoyable holiday pastimes in our own country. Additionally, the focus of the less considered essay was on the chaos highlighted in Source B rather than balancing opinion with reference to the expansion in road, rail and air networks that has taken place to ease the problems.

Examiners saw many essays which consisted of a description and analysis of global warming, sometimes taking up half of the essay. Only a few candidates cited the matters of faster, safer travel with more efficient jet engines powering aircraft or the fact that theme parks are becoming so popular due to the ever more technologically complex rides which have been designed. Global warming is a scientific issue which has an associated effect on holidays: that is, the world is getting hotter and this may have an effect on where people take their holidays or even create a resurgence of the home holiday market.

A good answer included reference to the three key elements of the question and offered at least two factors which might affect future growth. This proved to be a telling discriminator for examiners as, in outlining factors, candidates had the opportunity to analyse material and introduce their own viewpoint. Natural hazards (prompted by the Asian Tsunami) and terrorism (9/11) were the most common choices although the overall costs and other economic considerations were used. Quality essays managed to offer balance and reason in this part of the essay and revealed scholarly qualities in assessing the relative advantages and disadvantages of their chosen factors. The poorer examples tended to simply list a couple of factors as a parting conclusion without much substance.

2. The sources enabled candidates to gain some insight into crime figures and new technologies. The question pointed to three clear areas for discussion and it proved profitable for candidates to divide their essay into these suggested parts. Sadly, there were many essays that proved only satisfactory in content and argument, largely due to the ongoing problem of separating cultural and social themes.

Too often cultural diversity was defined as different nationalities having an adverse affect on law and order rather than celebrating the good example being set by minority communities who have a strong moral and religious code. In fact, the confusion was added to by the assumption that social division was solely caused by cultural roots. Only the best essays were able to expand on the notion of a divided society caused by income, education, and place of birth.

Crime is clearly seen as a 'negative' and this resulted in some imbalanced answers. This was not an essay about the causes of crime related to the three domains but rather how levels are being *influenced* in both a positive *and* negative way. Consequently there was ample scope to devise a compelling and succinct argument using both of the sources and personal experience.

Examiners found it difficult to award the high mark bands for essays which tended to be descriptive rather than questioning, simply using the sources as a basis. The question invites personal experience and argument; when this is used as a basis for exposition the results were excellent. Candidates explored a variety of reasons for crime and differentiated between 'traditional' crime, (burglary, assault etc.), and fraud, often perpetrated by middle class criminals who were perceived differently by society.

It was common for candidates to marvel at the wonders of technology in reducing crime and detection time but very few challenged the accuracy of science and machinery and the fallibility of testing methods.

**Advanced GCE General Studies (3831/7831))**

**January 2005 Assessment Session**

**Unit Threshold Marks**

<b>Unit</b>		<b>Maximum Mark</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>	<b>u</b>
<b>2961</b>	Raw	100	74	66	58	51	44	0
	UMS	90	72	63	54	45	36	0
<b>2962</b>	Raw	100	69	62	55	48	42	0
	UMS	90	72	63	54	45	36	0
<b>2964</b>	Raw	100	68	60	52	44	37	0
	UMS	120	96	84	72	60	48	0
<b>2965</b>	Raw	100	80	72	64	56	48	0
	UMS	90	72	63	54	45	36	0
<b>2966</b>	Raw	100	67	60	53	46	39	0
	UMS	90	72	63	54	45	36	0
<b>2968</b>	Raw	100	73	66	59	53	47	0
	UMS	120	96	84	72	60	48	0

**Specification Aggregation Results**

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	<b>Maximum Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
<b>3831</b>	300	240	210	180	150	120	0
<b>7831</b>	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	<b>Total Number of Candidates</b>
<b>3831</b>	9.5	26.7	50.3	71.5	87.9	100	2832
<b>7831</b>	13.4	28.1	54.2	74.9	92.8	100	430









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