

## **General Studies**

Advanced GCE **A2 7831**

Advanced Subsidiary GCE **AS 3831**

# **Combined Mark Schemes And Report on the Units**

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**June 2005**

**3831/7831/MS/R/05**

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**Mark Scheme 2961  
June 2005**

## Section A

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

**1 Briefly explain the meaning of the following phrases as they are used in the passage, illustrating with examples where appropriate.**

**(a) ‘Surfing On Your Sofa’ [title of the extract]. [3]**

**Indicative content**

The process of accessing the internet (1) and moving from one website or information source to another (1) by using the television remote control as you would when watching television (1) from the comfort of your own home/without leaving the house (1).

**(b) ‘armchair internet revolution’ [line 2]. [3]**

**Indicative content**

The use of the television to log on to the internet has become popular (1) and is rapidly expanding (1). It has become a cheap option without the need to buy a PC (1) and is therefore attractive to many more customers (1). It is revolutionary because there is no need for separate computer equipment (1). It is also a revolution as people change the way they conduct their everyday life (1).

**(c) ‘relatively complex software’ [line 3]. [3]**

**Indicative content**

A PC needs software to operate and this requires some knowledge and skill in order to make the components function efficiently (1). The television internet service cuts out this arduous task (1) as the functions of the system are to be found in the remote control (1).

**(d) ‘e-commerce through television’ [line 11]. [3]**

**Indicative content**

Companies are managing to create a new market away from the High Street and other traditional forms of selling (1) by using the internet from the home (1). Customers buy on line using their credit card (1) on a secure link (1). Though these services have been traditionally available through the internet, the television opens up a new market (1).

**(e) ‘dropped the “.com”’ [line 12]. [3]**

**Indicative content**

.com was a suffix used by firms operating on the internet and having a global address (1). Since many companies are now increasing their business through

the television there is no need to be identified by the web address (1). By dropping it, expense is saved (1) and a new identity is created for the firm (1).

(f) 'web' [line 13]. [3]

**Indicative content**

Short for the world wide web (1). The idea supposes that the internet weaves a web or a mesh [like a spider] of connections in the atmosphere (1) where a person can 'connect' with any other person on the planet from their home or workplace (1).

**2 Consider the following pairs of options:**

**A. An e-mail or a telephone call to a relative abroad.**

**B. A web site or a guide book on a holiday destination.**

**C. An internet auction or a live auction of memorabilia.**

**Choose the one option that you most favour from each pair and give two reasons for your choice in each case.** [18]

E-mail might be favoured because

- there is no need to face the recipient,
- it is instant,
- it can be spell-checked,
- illustrations and attachments might be included.

A telephone call might be favoured because

- it is more personal,
- you can voice tone, expression and emphasis,
- it doesn't assume the recipient is confident in the use of e-mail technology,
- there is no delay in responding (the person answers the telephone).

A web site might be favoured because

- it may use an electronic index which offers quicker access to the required page,
- it is regularly updated,
- it provides links to other relevant sites connected with the destination,
- it has vivid, colour images.

A guidebook might be favoured because

- it is portable,
- it is likely to have been written by an identified expert,
- it may be more extensive in its detail on individual areas.

An internet auction might be favoured because

- bidding can be carried out from home in consultation with people who may not be able to make it to a live auction,
- many internet auction sites are commission-free,
- it avoids the embarrassment and fear of making a live bid,
- it is possible to bid for items on a global market.

A live auction might be favoured because

- the excitement of the auction room is an essential part of the experience,
- it is possible to view and examine the goods which, in the case of memorabilia, might be fake,
- there is a chance to meet other enthusiasts, experts, and collectors.

Candidates have to make **one choice from each pair** and will be awarded **three marks for each of two reasons**. [3 choices x 2 reasons x 3. marks = 18 marks]  
Annotate using **R1, R2** for reasons and **S** for support

- 3 (a) **Outline and explain two advantages and two disadvantages of using the internet to research a piece of A level coursework.** [8]

Advantages might include

- having access to sources from around the world, including those in another language;
- being able to work from home or any other mobile location using a laptop;
- being able to use statistics and tabulated information by copying and pasting from the web site;
- being able to select large or small pieces of information and not have the inconvenience of large, heavy books;
- the fact that websites are continually updated, books are not.

Disadvantages may include

- the speed of service and difficulties accessing websites;
- the reliability and authenticity of sources and authors – some sites are anonymous;
- the fact that the process is regarded as less scholarly and intellectually inferior than traditional research using books [by some institutions];
- many of the most trusted and respected sources are in book form only.

Allow **one mark** for each of two advantages and disadvantages and, in each case, **one mark** for development, supporting material or an example. Annotate using **A1, A2, D1, D2** for advantages, disadvantages and **S** for support.

- (b) **Identify and explain two effects that the extensive global marketing of DVDs has had on the music and film industries.** [6]

Effects may include

- fewer CDs being sold due to an increased preference for music DVDs;
- the improvement in the quality of playback;
- the increase in competition for audiences;
- a strain on film companies to compete favourably;
- a growth in the supply of audio/visual equipment;
- a decrease in the number of people going to the cinema;
- the increase in the use of the PC to playback, record and manufacture DVDs;
- a growth in piracy and illegal copying.

Candidates may offer other plausible and logical avenues of enquiry and support their views solidly. Examiners should note that it is NOT necessary to provide five effects. It is possible to cite less than five but support these with clear analysis [see mark bands below].



**1 mark** for each effect identified + **up to 2 marks** for development or supporting material. Annotate using **E<sub>1</sub>**, **E<sub>2</sub>** for effects and **S** for support.

### Section B

- 4 (a) Outline three different and important ways in which your friends might influence you in your teenage years. [10]

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

#### Indicative Content

Influences can be both good and bad. Both carry equal weight therefore answers may include either or both. Three influences, three marks each; one mark to identify the influence, one mark for some analysis, one mark for development or further example. Check your final mark with the 5 level 10 mark generic marking scheme.

Possible influences may be:

- fashion [includes appearance, music, sport];
- cigarettes, drugs and alcohol;
- relationships;
- dealing with problems [involving other friends and family];
- how to behave towards others [by remaining one of the crowd];
- stability, common-sense, level-headedness;
- outlook on life;
- choice of route in employment or Higher Education.

- (b) Using examples, describe and compare two types of occupation. Explain how each one influences a person's beliefs and values. [40]

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
	10	10	10	10

#### Indicative Content

The easiest approach here would be to examine two entirely or complementary different examples [though this is not necessarily essential to achieve Band 1], such as:

- public sector – private sector;
- salaried – self-employed
- part-time – full-time
- profit-making – charitable;
- vocational – non-vocational;
- qualified – unqualified;

- indoor – outdoor;
- dangerous and hazardous – safe;

Beliefs and values may be influenced by:

- race;
- vocation;
- age;
- gender;
- elitism;
- profit [or charity];
- the conditions in which people work;
- job description and personal terms;
- customer service and complaints;
- religion [Sunday working].

**Band 1** answers should be evidence of *description, comparison and examples* as well as a good attempt to make some judgements about the influences which the chosen category has on the individual's beliefs and values. Very good examples may involve candidates choosing their own work experience and this will unlock AO4 marks. Essays would be fluent, with few errors and a range of related vocabulary.

**Band 3** answers may simply *describe* situations and will not evaluate and relate points to beliefs and values. Essays may be hampered by poor AO2 and an inability to structure and present an argument. One choice may be stronger than the other.

**Band 4** answers will not cover the full rubric of the question and will likely consist of underdeveloped and unrelated statements with little or no argument and a failure to link the chose category with the concept of beliefs and values. Essays would be characterised by poor fluency of language.

Check your final mark with the 40 mark 5 level generic mark scheme.

**5 (a) Give three ways in which someone might show that they are patriotic. [10]**

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

**Indicative Content**

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.

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

Reasons might include:

- visible support of and unashamed pride in one's country;
- distinguished service in the armed forces;

- flying the country's flag from a mast or displaying a car badge or sticker;
- buying only the country's goods;
- representing the country with pride in sport with distinction;
- pulling together in a time of crisis reveals patriotism;
- pride in institutions and traditions [such as the Monarchy];
- love of people and places in the country.

Allow answers which refer to more than one country or culture.

- (b) **What do you think it means to be British today? Outline what you consider to be two positive and two negative aspects of British culture. Justify your views with relevant examples and analysis.** [40]

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
	10	10	10	10

### Indicative Content

Information used need not be contemporary and may involve some historical references.

### What do you think it means to be British today?

This may be approached from a general or personal viewpoint and may involve the candidate attempting to personify the typical British citizen. It may involve self-perception or how the British are perceived by others. This should lead naturally into the second part of the question.

### POSITIVE ASPECTS OF BRITISH CULTURE

- Britain is a powerful and highly respected nation through out the world.
- Britons speak the most commonly used language on the planet and have fostered some of the greatest orators and writers.
- Britain is traditionally synonymous with quality, reliability and trust.
- Britain is one of the oldest democracies in the world and symbolises fairness and justice.
- The British are regarded as welcoming and warm-hearted, patient and understanding.
- Britons are noted for their bravery, gallantry and perseverance.

### NEGATIVE ASPECTS OF BRITISH CULTURE

- Britons pretend to be devoutly religious with the Queen as the Head of State and Church but few attend church.
- The family unit is less important than some of the other diverse cultures which form part of British society.
- The British have developed a bad reputation for hooliganism and poor behaviour abroad (at sports events and holiday resorts).
- There has been an increase in racial intolerance and attitudes to immigration due to the gradual diversification of British culture.

- Some other nationalities regard the British as arrogant due to their unwillingness to embrace other cultures, notably different languages.

Candidates may assume the role of a British citizen or any other national.

**Band 1** answers will attempt all parts of the question and include a balanced analysis with clear examples to support the viewpoint. Essays would be fluent, with few errors and a range of related vocabulary.

**Band 2** answers will concentrate on one part of the question at the expense of others or the candidate's overview will be sketchy. Examples and analysis are likely to be brief. Essays will lack developed argument and structure and will be hampered by deficiencies in AO2.

**Band 4** answers will not cover the question fully or in detail. There will be underdeveloped and unrelated statements with little or no argument and a clear failure to put forward any considered viewpoints. Essays would be characterised by poor fluency of language.

Use **+ve** for positive and **-ve** negative aspects.

- 6 (a) Look at the insert. Consider the two photographs, Figs. 1 and 2. What impression do you think the photographer is hoping to convey through each photograph? [10]

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

**Indicative content:**

Candidates may refer to the following descriptions (in no particular order):

- Expression.
- Pose.
- Context and audience.
- Location.

Further details may include:

Fig.1 **George W. Bush**

- Solitary.
- Concern (deep in thought), silent.
- Profile: strong image of a leader.
- Symbol of American power.
- Dark clothing = serious.

Fig. 2 **Nelson Mandela**

- Amongst people (children), cheering and shouting.
- An image of joy and happiness.
- Clear skies, light clothing = confident, assured.
- Black Power salute (against apartheid).

**Two photographs = five marks each.**

A description without support or justification may gain **up to 3 marks**.

A description with support and development may gain **up to 5 marks**.

Check your final mark against the 5 band 10 mark generic mark scheme.

**(b) Outline the role of one of the following:**

**news editors**

**news reporters**

**news photographers or cameramen.**

**Using examples, analyse the extent to which the British media is successful in covering the news.**

**[40]**

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
	10	10	10	10

**Indicative content:**

The question offers the candidate the opportunity to explore a number of issues relating to a variety of personalities and perspectives including:

#### **Editors**

- responsible for the overall look, tenor and style of the newspaper, magazine, news programme;
- powerful, outspoken - the voice of the newspaper;
- able to put forward a political viewpoint as a figurehead;
- detached from the front line of reporting and are office/studio based, mostly behind the scenes.

#### **Reporters**

- may be a household name therefore carry weight and respectability, notably in the case of newsreaders and 'special correspondents';
- appear to have a cavalier attitude to news in order to make their name;
- admired for their courage, bravery, notably in war and disaster areas;
- they are wordsmiths and can dictate public opinion by their choice of phrase;
- quick to identify weaknesses, hunting in 'packs', not stopping at anything to get a story.

#### **Photographers**

- renowned for their paparazzi image;
- use hi-tech equipment and satellite technology to ensure their pictures are the clearest and in the first edition;
- their artistry is able to capture the graphic detail of human emotion.

**Media** chosen could include:

- newspapers [broadsheet or tabloid];
- magazines [remembering that all news is not daily and valid examples may include reporting of past events];
- television [including teletext];
- radio;
- the Internet.

**Success criteria** might include:

- accuracy;
- choice of language and style of presentation;
- graphic detail;
- degree of bias;
- speed at which it reaches our eyes and ears;
- colour or black and white;
- effect on national opinion and mood.

Examiners should be prepared to accept further, valid, plausible criteria suggested by candidates.

Candidates have an open choice of news stories to choose as examples. These may be current or classical cases [such as Wars, the death of Royalty, exposure of the lives of celebrities].

**Band 1** answers will include at least three elements of the chosen role and there will be some evidence of extension of the ideas presented. In covering the second part there will be evidence of at least 2 examples of news stories where success criteria can be explored. Higher marks will be awarded for candidates who may question undesirable methods adopted by news teams even though the quality of the product is exemplary. Essays would be fluent, with few errors and a range of related vocabulary.

**Band 3** answers will include at least two elements of the chosen role and the points would be largely descriptive. In covering the second part the analysis would be limited and examples vague and without reference to methods used to portray stories or the impact of the coverage. Essays may be hampered by poor AO2 and an inability to structure and present an argument.

**Band 4** answers will consist of a single statement about the chosen role with little support or analysis. In covering the second part the points will be limited to telling the 'story' of the news rather than its effect on the viewer. Essays would be characterised by poor fluency of language.

Use the 40 mark, 5 level generic mark scheme to check your mark.

**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

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</li> </ul>	



	superficial evaluation; <ul style="list-style-type: none"> <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>	



**Mark Scheme 2962  
June 2005**

## Section A

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
A1	11		11	3
A2	9	4	9	3

- 1 (a) The probability of an event is a measure of how likely it is to occur. It can be written as a fraction, a decimal or a percentage e.g. the probability of getting a tail if a fair coin is tossed can be written as  $\frac{1}{2}$ , 0.5 or 50%.

In this section, award full marks for an answer without workings.

- (i) Write down as a percentage the probability that a number chosen from 3, 4, 5, 6, and 7 will be even. [1]

40%

- (ii) Two fair coins are spun. Write down, as a decimal, the probability of spinning two heads. [1]

0.25

- (b) (i) Calculate the next two numbers in each of the following sequences. [4]

1, 4, 9, 16, 25, 36... ..  
49 and 64 (2 marks)

1, 1, 2, 3, 5, 8, 13, 21... ..  
34 and 55 (2 marks).

- (ii) The  $n^{\text{th}}$  term of a sequence of numbers is  $2n^2 + 4n + 2$ . Find the third term in the sequence where  $n = 1$  gives the first term. [2]

Correct substitution (1 mark), and a total 32 (1 mark)

- (c) The astronomer, Bode, developed a formula called Bode's Law. This states that  $d = (x + 4)/10$  where  $d$  is the mean distance from the Sun to a planet, measured in Astronomical Units (AU).

One Astronomical Unit = distance from the Sun to the Earth. i.e.  $d = 1$  for the Earth and  $x$  is a constant for each planet.

- (i) For the planet Venus,  $x = 3$ . Find the distance from the Sun to Venus in AU. [2]

Substitution (1 mark) Answer 0.7 or  $7/10$  (1 mark)

- (ii) The planet Jupiter is 5.2 times as far away from the Sun as the Earth. Find the value  $x$  for Jupiter. [2]

Substitution of  $5.2 = (x+4)/10$  (1mark)  $x = 48$  (1 mark)

- (iii) For the planet Mars,  $x = 12$ . Given that the Earth has a mean distance from the Sun of  $9.3 \times 10^7$  miles, calculate the mean distance in miles between the Sun and Mars. [3]

$$d = (12+4)/10 = 1.6 \quad (1 \text{ mark}), \quad 1.6 \times 9.3 \times 10^7 \text{ (or } 93\,000\,000) \quad (1 \text{ mark})$$

$$\text{Ans} = 1.488 \times 10^8 \text{ or } 148.8 \text{ million or } 148\,800\,000 \quad (1 \text{ mark})$$

Accept  $1.49 \times 10^8$  or  $1.5 \times 10^8$  or equivalent

- (d) There was a man who had a sack of corn, a goose and a fox. He came to a river where he found a small boat which was only big enough to hold himself and one other thing. He had to get everything across the river both safe and dry. He had a dilemma. He could not leave the fox alone with the goose nor can he leave the goose alone with the corn.
- (i) Using the minimum number of journeys possible, describe the stages needed in order for the man to get himself and all his belongings safely across the river. [6]

1. He takes the goose over to the other side.
2. He comes back by himself.
3. He then takes the corn over (or fox)
4. and brings the goose back.
5. He takes the fox over (or corn) and
6. comes back alone to pick up the goose
7. returns with the goose.

Within the framework given above credit as follows:

Taking one item with each journey	(1 mark)
Keeping the fox and the goose apart	(1 mark)
Keeping the goose and the corn apart	(1 mark)
Completion in 7 stages (as above)	(3 marks)
Completion in 8 to 12 stages	(2 marks)
Correct completion in more than 12 stages	(1 mark)

- (ii) Justify why this problem is clearly defined. [2]

Any two distinct points to include: A clear objective; only one item at a time; the need to separate the goose and the corn/ fox and goose; reference to the number of journeys, a journey is a single crossing.

- (iii) How might problems similar to this be applied to real life situations? [2]

Credit as follows two marks with 1 for a correct statement and 1 for the situation. Accept; training in logical thinking/problems and time saving, labour saving situations.

**Total [25] marks**

- 2 You are required to investigate a proposal to introduce traffic calming measures along a stretch of road within a residential area.

- (a) Design an experiment which will determine the average speed of vehicles using the stretch of road. Max [12]

Award marks in the pattern described below:

Survey Planning including: equipment, speed recording, site demarcation Max 4

Sampling Method: size, timing, direction of traffic, types of traffic Max 4

Data Recording and Analysis: tables, average, speed Max 4

**(b) Suggest how you would assess the extent of public support for the introduction of traffic calming measures. [8]**

Questionnaire survey, its design, questions, relevance/objectivity content  
Sample size, groups, location and timing. Max 8

If, after creditworthy methods are mentioned, e.g. public meetings, trialling of methods etc. award up to a maximum of 4.

**(c) Outline and justify the inclusion of one other factor which you might need to consider in relation to the proposal. [5]**

Credit 3/2 or 2/3 for the outline and the justification.

Answers could include:

- Types of vehicles.
- Crossing points/ traffic lights.
- Types of traffic calming methods.
- Designated transport/highway cells
- Experience of such measures in other places
- Cost: points comparison of methods

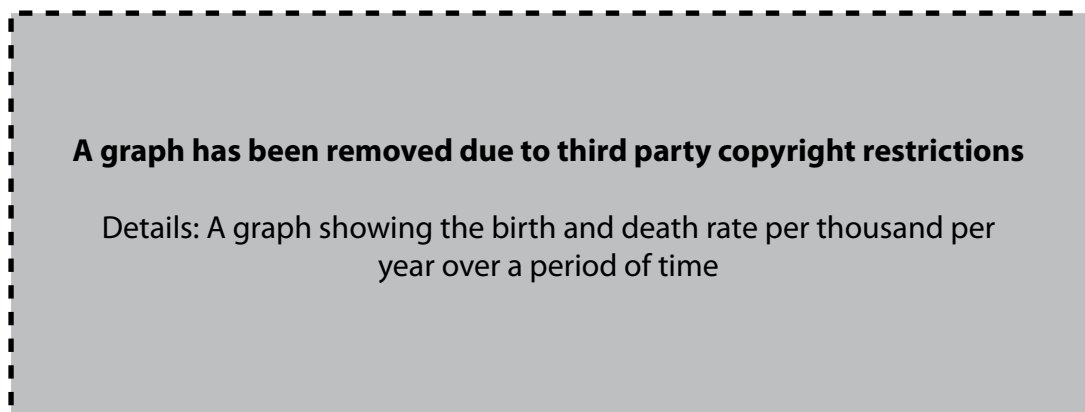
Credit other valid factors

**Total [25] marks**

## Section B

- 3 (a) Suggest three ways in which changes to the birth rate and death rate shown in Fig 1 affect natural population growth. [10]

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

**Fig 1**

Answers should focus on the reasons for the changes to population growth and the four stages provide a suitable structure.

- Stage one shows high birth rates and high death rates with population growth being low or zero; the reason being that high BRs and DRs mean low life expectancy/ low survival rates therefore fewer people.
- Stage two indicates a high birth rate, a falling death rate and greater survival rates; therefore population increases (rapidly).
- Stage three has birth rates falling towards the lower death rate therefore population is still increasing but at a slower rate.
- In stage four, both the birth rate and death rate are low and population growth has steadied.

A *band 1* answer will give full consideration to any three aspects of population growth explaining both the changes to the graph.

A *band 3* may accurately refer to rates of change to the birth rate and death rate, but be unclear about how population growth is affected. Some candidates may only refer to two changes.

A *band 4* answer will be brief and possibly list some factors but will lack clarity on the birth rate and death rate interaction.

- (b) The world's population continues to grow at a fast rate and by 2050 may exceed 10 billion (10,000 million). A 1970s view of how to limit population growth and control human fertility involved: compulsory constraints, increased contraception, restrictions, limitations and deterrents.

Discuss the methods which might be employed to manage population change in the 21<sup>st</sup> century. Give examples from rich AND poor countries.

[40]

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
	10	10	10	10

This question is concerned with measures aimed at limiting or increasing population size in rich and poor countries. This is not a comparative question and full marks can be obtained from two distinct considerations. It should be remembered that although many policies aim at reducing the birth rate and limiting fertility, some countries are trying to increase their birth rates and population.

*Overpopulated* refers to situations where the total population exceeds the resource base. Rich and poor countries have different resource issues e.g. contrast Ethiopia and The Netherlands. *Under-population* refers to situations where the population is insufficient to fully utilise the resource base of the country. In these situations an increase in population may enable the country to fully utilise its resources. Achieving this balance or optimum position depends upon such factors as rates of population growth and technological improvement or stagnation.

Nations (examples)	Conditions	Measures
Poor: Bangladesh, and overpopulated	Large population and population density, low incomes, agricultural, diseases high, high infant mortality and improving but low life expectancy, prone to flooding, typhoons. Religious and cultural factors often maintain high birth rates	Family planning, advice, contraception. Religious and cultural reasons against family planning over-ride economic and social conditions. Educational standards varied but relatively high, therefore some measure of success
Poor: Ethiopia Overpopulated	Although a high population overall density is low. High birth rates and low life expectancy. Subject to drought, extreme rates of poverty, famine, malnutrition, and inadequate food supply.	Family planning programmes almost an irrelevance due to high mortality rates at all levels, low levels of education and the sheer scale of the problem
China: rapidly developing with large internal contrasts	Very high population with extremely high densities in the more hospitable areas. Mix of urban and rural; rural poverty. More a problem of population size and pressures on food and jobs, rather than levels of	Strong on deterrents and restrictions. One child policy (introduced after failed Maoist policies). Initially an ubiquitous one-child policy later modified to one child in cities and two in rural areas. Although problems limited



	education, amenities etc	success extremely unpopular.
France under-populated	Rich, agricultural and industrial. Projected population decrease by 2025 and fears of an ageing population. History of loss of males in two wars and fears of prosperity and global status. Very strong resource base derived from all economic sectors. Economic output and standards of living may increase with a larger population; it better utilises resources.	Policies towards increasing fertility and repopulation in early to middle 20 <sup>th</sup> century now fears about an ageing population. Early 20thC. contraception made illegal, now legal but strong incentives against it, current long-term target to increase its pop. to 100 mill. incentives to increase Birth Rate.

Max for Rich or Poor = B3

*Band 1* answers should contain a balance of Rich and Poor exemplars and considerations, be evaluative and discuss policies targeting increases and decreases in population.

*Band 3* answers may contain relevant detail but be poorly balanced. Other answers may list relevant points but be weak on discussion and evaluation.

*Band 4 answers* may move up to the E boundary, consequently will include some relevance. There will be limitations in detail, poor balance and brief points without evaluation; the examples may provide the relevance needed to achieve band 4.

**Total [50] marks**

**4 (a) Using examples distinguish between biotechnology and genetic engineering. [10]**

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

Biotechnology is the application of biological knowledge and research to technological development. It is a high tech industry and uses the properties of living cells in specialised areas e.g. discovery and production of vaccines and antibiotics. A global term that encompasses genetic engineering.

Genetic engineering is the deliberate alteration of DNA within a cell nucleus in order to modify an organism or population of organisms. It is used to create new products for agriculture, medicine and science. It can involve: gene cloning, pharming (producing plants for pharmacy), protein manufacture (insulin) and genetically engineered crops.

*Band 1* answers will be clear in their definitions and applications of each.

*Band 3* answers may confuse the terms whilst retain a moderately relevant content.

*Band 4* answers may list or refer to some applications but be unclear in defining the terms.

- (b) In a recent advertisement, a Genetics research group stated “using our state-of-the-art technologies, you can quite possibly ensure that your child’s life will be free from such diseases as cancer, Alzheimer’s, and heart disease as well as conditions like obesity, aggression, and dyslexia”.

To what extent do the advantages of genetic engineering outweigh its dangers? [40]

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
	10	10	10	10

A topic which is both current and controversial and should enable some debate. Advantages may well be closely linked to some of the points mentioned in the question. The following list aims at giving examiners some guidance in what to look for:

#### Advantages

- Genetic diagnosis. The identification of illness by examination of genes. Genetic disorders show up in the nucleotide sequence. Huntington chorea can be detected in a foetus. Cancer research.
- Organ modification. Introducing genes which encourage organs to repair themselves. e.g. heart bypass patients grow new blood vessels themselves.
- Genome mapping. Making a detailed list of nucleotides contained in the genome (genetic code)
- Human and Animal Cloning. Sheep, Horses and Human? Possible uses in the treatment of infertile couples, species refinement.
- Improvements to agriculture including High Yield Varieties of rice, drought/pest/disease resistant crops in an overpopulated world. (even wine ‘Cabernet Frankenstein’)
- Economic advantages e.g. reduced costs to agriculture.
- Eradication of disease.

#### Dangers

- Ethical factors by tampering with human nature; Religious objections.
- There are strong links with big business (multinationals); practically all established molecular geneticists have some link with industry which can set limits on what scientists can and will research on.
- In 30 years of improved life expectancy only 10% can be attributed to medical advances.
- GM food is not necessary as there is no shortage of food; only mal-distribution.
- It is not natural as GM recombines genetic material in a laboratory between species that do not interbreed in nature.
- Genetic engineering is hazardous; genes can replicate, overcome species barriers and infect a large number of animals e.g. a marine leukaemia virus infects cattle, humans etc. Uncontrolled gene transfer. 20 new diseases have emerged over the past 20 years and traditional diseases

such as TB, cholera have re-emerged; many pathogens are resistant to antibiotics.

- Cloning not only interferes with natural process but can have 'darker undertones' in the production of a super-race; the eugenics movement has a bad history.
- GM weapons in the development of pathogens that can attack plant and animal populations.

Finally a quote from Johnjon McFadden. "DNA comes out of your cells looking like strands of slimy cotton – you can store it in a freezer, post it, or even eat it. Genes are bits of us and gene therapy is just another form of medicine. Fixing a broken arm is not considered to interfere with God's plan so why should fixing a broken gene be so different".

*Band 1* answers must be well balanced and consider advantages and dangers of genetic engineering in a context which utilises scientific vocabulary and knowledge along with relevant social and ethical views. Answers should utilise at least 4 of each of the advantages and dangers and contain a strong element of evaluation.

*Band 3* answers will probably give loose, brief and sometimes inaccurate scientific arguments but dwell on ethical and social factors. The answers should have relevance but may be poorly balanced. Answers in the form of lists should be relevant and ordered into advantages and dangers.

*Band 4* answers will be brief and lack the scientific background to provide any sort of detailed analysis of advantages and dangers. Although points may be unsupported, relevance will yield some marks and enable entry into band 4.

**Total [50] marks**

- 5 (a) Explain how each of the five representations of scale shown in Fig 2 could be used. [10]

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

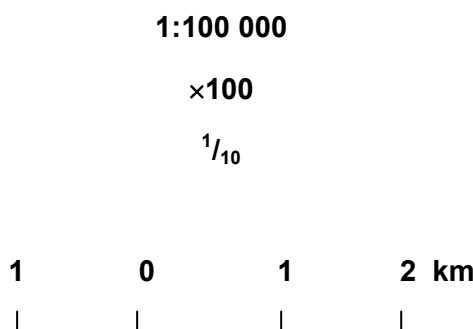


Fig 2

Although a generic mark scheme is in use, notionally credit as follows:  
 2 marks for each of the explanations; the question is about how, not why.  
 1:100 000 will convert cm to km as there are 100 000cm to a km. It is a reduction in scale.  
 ×100 is an expansion whereby very small/microscopic items are expanded 100 times.  
 $\frac{1}{10}$  is a fractional method for reducing items to a tenth of the original size.  
 The warning sign indicates gradient. 10% converts as 1 in 10. or Tan of  $\frac{1}{10}$ .  
 A linear scale represents actual distances on a graduated line allowing easy conversion of intermediate values e.g. 2.75 cm.

*Band 1* answers will provide a clear explanation and consider how each of the 5 representations are used. Answers will contain information on the conversion and whether it is an expansion or reduction.

*Band 3* answers may not consider all five or some receive better coverage than others. Answers may lack clarity on whether or not the representation is used for expansion or reduction.

*Band 4* answers will be brief and may be inaccurate about how the scales are used for conversions

- (b) Using examples show how the mathematical techniques and skills taught in schools and colleges are applicable to everyday life. [40]

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
	10	10	10	10

This type of question should give candidates the opportunity to utilise and evaluate their own experience of school mathematics and the relevance it has to them in the modern world. Although the question does not state that an evaluation is required, better candidates will bring into question some aspects of their education in Mathematics.

As a guide by the end of Year 11 students should may have experienced much of the following:

- **Number and number problems** (factors, multiples, decimals, percentages, ratio and proportion, directed numbers; Number methods (powers, roots, reciprocals standard form, using a calculator, estimating); Number management (personal finance, charts and tables, household finance, credit and banking, measures).  
**Applications** could include: imperial and metric measures, wages, income tax and PAYE, national insurance, telephone bills credit, interest, APR's
- **Statistics and Probability.** Collecting and representing data (sampling and data capture, questionnaires and surveys, tabulating data, pictorial representation); Analysing and Interpreting Data (central tendency measures, correlation measures of spread); Probability (determination of probability, addition rule, diagrammatic representation, multiplication rule).  
**Applications** could include: use of questionnaires and surveys, polls, use of different types of graphs to represent data (bar, histogram, pie, line, pictograms), interpretation of statistics (mean, median and mode), use of a calculator, chance and probability in games/ betting/ sport
- **Algebra.** Formulae and equations (indices, expressions and formulae, linear equations, quadratic equations, inequalities, trial and improvement); Sequences and graphs (number patterns and sequences, linear graphs, interpreting graphs, quadratic graphs);  
**Applications** including: substitutions into formulae, conversions (e.g. fahrenheit into celsius), areas and volumes, equations used in nutrition and fitness, solving problems, the use of sequences in calculating fuel bills (?p per unit), interpreting graphs (braking distances, traffic movement)
- **Shape, space and measures.** Properties of shape (shapes and nets, symmetry, similarity and congruence, Pythagoras' theorem, trigonometry); Transformations (vectors, translation, reflection, rotation, enlargement, constructions and loci); Measures (perimeter, area, volume, dimensions).  
**Applications** including: geometry of shapes and areas can relate to building, size of washers, symmetry, road gradients, orienteering (distance and direction), visibility.

Other discussions may refer to general points such as:

- Many of the skills developed at and beyond KS 4 include material that is irrelevant to many people, e.g. quadratic and more complex equations, statistics and probability, properties of shape and geometry whilst money management and number are important.
- Many aspects of a maths syllabus contain skills that are pertinent to and are taught in other subjects e.g. coordinates, scale and proportion as mapping

skills taught in Geography or the use of simple and complex equations in science.

- Mathematics is a core subject in which fundamental knowledge and skills are taught and are both integral to problem solving and handling the vast array of data presented to people in adult life.
- Other disciplines such as physics, chemistry, biology and technology are core subjects and rely upon the teaching of mathematics.

*Band 1* answers should be well balanced and consider at least 3 of areas considered within the guide to year 11 experience. Related applications should be made rather than generalised statements. Answers should be relevant and contain a logical sequence of ideas and exemplars.

*Band 3* answers although they may be poorly balanced should be relevant. Expect generalised comments and evaluations possibly weak on the application of mathematics or answers which refer to applications but are weak on the relevant skill.

*Band 4* answers will generally be brief and lack specific reference to the operation of mathematical techniques. However an answer at the top of the range is possibly just a pass and as such should contain relevance and mention points for and/or against.

**Total [50] marks**

**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>	



**Mark Scheme 2964  
June 2005**

		<b>Section A</b>	
		Answer <b>all</b> questions in this section.	
1.		<p>Walking along the streets...</p> <div style="border: 1px dashed black; background-color: #cccccc; padding: 20px; text-align: center;"> <p><b>An extract of text has been removed due to third party copyright restrictions</b></p> <p>Details: An extract of text from McCarthy's Bar by Pete McCarthy</p> </div> <p style="text-align: right;">...shops displaying kitsch souvenirs...</p> <p>(from McCarthy's Bar by Pete McCarthy, Sceptre: Hodder and Stoughton, 2000. ISBN 0340 76605 0)</p>	

Question	AO1	AO2	AO3	AO4
1	11		10	

	Be ready to accept alternative words to those given. Be ready to accept examples that reveal meaning whether drawn from the passage or elsewhere (Examples max. 1)	
	<b>Explain the meaning of each of the following as used in the extract:</b>	
(a)	<b>‘traditional houses’ (line 2)</b> Older house (1), cottages or new houses (1) built in old styles (1) e.g. Timber, sash windows. Built in the former style of the area (1). Built to an established pattern (1). Allow terraced houses (1). Allow negatives such as without a garage (1) Building materials (1) Not modernised (1) Urban or Rural (1).	[3]
(b)	<b>‘fanatics’ (line 4)</b> People showing extreme behaviour (1), strong supporters of a particular idea or interest (1), may be used to show disapproval (1), allow ‘anoraks’ (1), enthusiasts (1) e.g. for sport (1) outdoors (0) fans (1).  Allow approval or disapproval of such people.	[3]
(c)	<b>‘gaggles of affluent’ (line 5)</b> Gaggle is often used for geese (1). A group of people (1) may appear to be in line and following each other (1). Maybe noisy, an element of apparent disorder or indiscipline (1). Disapproval of a group of people (1), higher income than average, some disposable income, money to spend by choice (1). Certainly pejorative. Many/large amount (1) class (0) 2 marks for either part but must have both for 3 marks.	[3]
(d)	<b>‘tentative’ (line 7)</b> Cautious (1), not confident (1), provisional (1), not sure (1). Not sure what to do (1). Not sure what is expected (1) Shy (1) Nervous (1).	[3]
(e)	<b>‘highly visible tourist infrastructure’ (line 9)</b> Clearly seen (1) even obtrusive (1), provision for visitors at leisure (1), services such as car parks (1), restaurants, gift shops, accommodation.	[3]
(f)	<b>‘things used to be random’ (line 10)</b> The local provision (1) used to be unplanned/spontaneous or the produce of slow evolution as if by chance, without logical sequence (2). Allow comments that this may be a nostalgic myth. (2max).	[3]
(g)	<b>‘cusp of a change’ (line 11)</b> at the very point of (1), becoming different, moving from a local to a national or regional economy, a significant/dramatic shift (2) halfway between (1) verge (1)	[3]

**Total: [21]**

Question	AO1	AO2	AO3	AO4
2	9	4	10	6

2.	Look at Fig. 1 that shows how a resort or tourist destination might change with time.																		
	(a)	<b>Many tourist centres pass through the stages shown in Fig. 1. From evidence in the passage, at which stage would you place the town described? Justify your answer.</b>	[6]																
		<p>Indicative content</p> <p>The town is clearly somewhere post the stages of exploration and involvement and into the development stage. (1)</p> <p>If response other than development, max. 5 but evidence must be towards development</p> <p>Justification could include:</p> <p>The number of tourists has increased</p> <p>Local services for the locals and few tourists are being replaced by a larger number of tourist orientated services</p> <p>Planning is replacing the evolutionary style of the settlement</p> <p>Renovation of property is taking place</p> <p>Signs of commercialism are stronger</p> <p>Max. 3 for any one developed reason</p>																	
	(b)	<b>Suggest <u>three</u> advantages and <u>three</u> disadvantages of the changes described for the people living in the town.</b>	[18]																
		Indicative content																	
		<table border="1"> <thead> <tr> <th>Advantages</th> <th>Disadvantages</th> </tr> </thead> <tbody> <tr> <td>Employment</td> <td>Invasion of privacy</td> </tr> <tr> <td>Increased retail services</td> <td>Loss of local services</td> </tr> <tr> <td>Business development</td> <td>Congestion</td> </tr> <tr> <td>Better public transport</td> <td>Property prices increase</td> </tr> <tr> <td>Services survive</td> <td>Car parking provision</td> </tr> <tr> <td>Cultural enrichment</td> <td>Cultural dilution</td> </tr> <tr> <td>Professional entertainment</td> <td>Litter and other pollution</td> </tr> </tbody> </table>	Advantages	Disadvantages	Employment	Invasion of privacy	Increased retail services	Loss of local services	Business development	Congestion	Better public transport	Property prices increase	Services survive	Car parking provision	Cultural enrichment	Cultural dilution	Professional entertainment	Litter and other pollution	
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Cultural enrichment	Cultural dilution																		
Professional entertainment	Litter and other pollution																		
		There are six parts to the question, 3 marks for each																	
	(c)	<b>Using your own experience of a place you know, suggest, giving two reasons, at which stage you would place it on Fig. 1.</b>	[5]																
		<p>Mark at 2 @ 2 = 4 plus 1 for identification/description of a place from the candidate's own experience.</p> <p>Examples could be from the Spanish coast or islands and reflect on the later parts of the model.</p> <p>Alternatively answers might highlight changes in tourist villages in the U.K. Non-tourist locations are acceptable and could include growing and declining settlements. Stage must match reasons.</p> <p>The second mark for a suggested reason should go beyond matching/description.</p> <p>Places may range from country to locality.</p> <p>1 mark for each idea and 2 for its development/exemplification.</p>																	

**Total: [29]**

<b>Section B</b>					
		Answer <b>one</b> question from this section. Answers must be in continuous prose.			
<b>3.</b>	<b>(a)</b>	<b>In the UK the maximum period in office for a government is five years. Many Prime Ministers call an early election. Describe and explain <u>four</u> factors likely to influence the Prime Minister's decision to call an early election before the end of the five year period.</b>			<b>[10]</b>
		Use the 5-band 10 mark generic scheme for this question.			
		Assessment objective balance			
		AO1	AO2	AO3	AO4
		4	2	4	
		Indicative content			
		Popularity of the government Size of majority Scale of unrest or challenge/war Opinion polls Unity of party Challenge to leadership Forecasts of worse times ahead/ economic depression Defeat in parliament on major issue Defeat in vote of no confidence  International developments Personal issues e.g. health Performance in other elections Weakness of opposition Successes (eg Falklands) One major issue (eg miners' strike) Economic boom  Mark at 2 marks for each 4 @ 2 = 8 plus 2 marks for AO2 but be ready to adjust using the 5-band mark scheme e.g. if a point is well developed or examples are present.  Annotate F <sub>1</sub> F <sub>2</sub> F <sub>3</sub> F <sub>4</sub> plus dev.			

	<b>(b)</b>	<b>The Prime Minister is to appoint a new Secretary of State (Minister in the cabinet) to the Department for Education and Skills. Describe and justify <u>five</u> criteria that might be used to select this new Minister.</b>				
		Use the 5-band 40 marks scheme to mark this question.				
		AO1	AO2	AO3	AO4	
		10	10	10	10	
		Five criteria to describe and justify, notional 5 @ 8 = 40 but use the banded scheme as a major guide.				
		Indicative content				
		Experience of running other government departments Background in education, Perceived views, attitudes to education Personal qualities in relation to the post e.g. image, skill in spin Stated views on schools, education and employment Relationship with unions (especially teacher unions) Climate of government policy and public relations to it Age and gender balance in the cabinet Public speaking record Supporter of the government and its policies in general  Be ready to credit some cynicism about apparent characteristics of former occupants of the post to max Band 4.				
	Band 1	Describes and justifies four criteria to reach threshold or describes five.			33-40	
	Band 3	Describes and justifies two criteria to reach threshold or describes three			17-24	
	Band 4	Describes and justifies one criteria to reach threshold or describes two			9-16	
		Annotations C1, C2 etc for each characteristic R1, R2 etc for each reason to justify characteristic  Credit dev, e.g. K				

Max. 24 (Band 3) if no reference to politics or education



4.	(a)	<b>Today most parents leave their wealth and possessions to be divided equally between their children. Traditionally some families have left their estates to their eldest son. Describe the advantages of <u>each</u> of these arrangements.</b>			[10]
		Use the 5-band mark scheme to mark this question.			
		AO1	AO2	AO3	AO4
		4	2	4	
		Indicative content			
		Current general practice		Traditional practice	
		Equality of treatment/sharing Advantage to each child All grandchildren gain access Reduce disagreements		Retention of estate as one Sustains power base Continuity of employment for estate workers Heritage preserved Building intact Identity of family and class maintained Privilege continued Maintain blood line Brought up and prepared Wiser (0) Mature (0)	

Reserve 2 marks for AO2  
 No credit for disadvantages  
 Max. 6 if only 1 system discussed  
 E – Equality  
 P – Eldest son

	(b)	<b>Some political parties argue that they can ‘build a fairer society’ through higher taxes. Other parties argue that lower taxes are the way to a similarly fair society. What are the arguments in favour of each of these approaches?</b>				[40]
		Use the 5-band generic scheme to mark this question				
		AO1	AO2	AO3	AO4	
		10	10	10	10	
		<b>Indicative content</b> <b>Higher taxes</b> Allow an acceptable standard of living for all Support the disadvantaged Short term or long term help Allows for investment in the future Contribute to public projects Pay for pensions for growing number of elderly Ensure good public services e.g. education and health Greater social involvement  <b>Lower taxes</b> Leave people with choice e.g. to buy pensions Incentive to earn more/create wealth Individual’s responsibility to provide for themselves Some taxes to support the poorest groups Growth of family wealth Trickle down faster				
	Band 1	Argues in favour of each approach though one may be stronger than the other to reach threshold				33-40
	Band 3	Argues in favour of one of the approaches to reach threshold, second approach absent restricts to 24 marks				17-24
	Band 4	Argues for one approach, two points made enter threshold. Weak point for each approach enters threshold.				9-16
		Annotation H1, H2 etc for higher taxation advantages  L1, L2 etc for lower taxation advantages  Credit K, e.g. and dev.				

5.	(a)	<b>Many people leaving school have some idea of the work they would like to do in adult life. How can work experience both help and hinder them in their choice of career?</b>				[10]
		Use the 5-band 10 mark generic scheme to mark this question.				
		AO1	AO2	AO3	AO4	
		4	2	4		
		<p><b>Indicative content</b></p> <p><b>Help</b>  Experience of real workplaces  Opportunity to try out different jobs  Familiarise individuals with workplace relationships and disciplines  Increase range of skills  Experience fatigue factors</p> <p><b>Hinder</b>  False position in work  Interruption of study  Loss of school focus and underperformance  Really work observation rather than experience  Placements can be poorly organised/prepared  Clash with experience of part-time jobs.</p> <p>Maximum of band 3 if only 'help' or 'hinder' considered.</p> <p>Reserve 2 marks for AO2</p> <p>Annotate He and Hi</p>				

	(b)	<b>Working from home has become increasingly popular with employers and employees. What are the advantages and disadvantages of this new pattern?</b>			[40]																																		
		Use the 5-band 40 mark generic scheme to mark this question																																					
		AO1	AO2	AO3	AO4																																		
		10	10	10	10																																		
		<p><b>Indicative content</b></p> <p>Answers will depend on the status of the homeworker. They may be employed with control by a line manager or self-employed.</p> <p><b>Advantages</b></p> <table border="0"> <tr> <td>Self pacing</td> <td>Child care/ domestic needs met</td> </tr> <tr> <td>Peaceful environment</td> <td>Tax incentives</td> </tr> <tr> <td>Fewer distractions</td> <td></td> </tr> <tr> <td>No time wasted travelling</td> <td></td> </tr> <tr> <td>Flexibility in selecting working hours</td> <td></td> </tr> <tr> <td>Saves overheads for the company e.g. premises costs</td> <td></td> </tr> <tr> <td>Self motivation and self scrutiny</td> <td></td> </tr> </table> <p><b>Disadvantages</b></p> <table border="0"> <tr> <td>Loss of social contact</td> <td>Child care/ domestic interruptions</td> </tr> <tr> <td>Danger of exploitation</td> <td></td> </tr> <tr> <td>No one to 'bounce ideas off'</td> <td></td> </tr> <tr> <td>Servicing of home office</td> <td></td> </tr> <tr> <td>Absence of back-up</td> <td></td> </tr> <tr> <td>Problem of holidays/self employed do not get paid for holidays or sick leave</td> <td></td> </tr> <tr> <td>Undertake own accounts and tax returns</td> <td></td> </tr> <tr> <td>Danger of 'bad' debts</td> <td></td> </tr> <tr> <td>Loss of control of supervision</td> <td></td> </tr> <tr> <td>Quality control more difficult</td> <td></td> </tr> </table> <p>Allow self employed as employers Give benefit if not sure point is employer or employee</p>				Self pacing	Child care/ domestic needs met	Peaceful environment	Tax incentives	Fewer distractions		No time wasted travelling		Flexibility in selecting working hours		Saves overheads for the company e.g. premises costs		Self motivation and self scrutiny		Loss of social contact	Child care/ domestic interruptions	Danger of exploitation		No one to 'bounce ideas off'		Servicing of home office		Absence of back-up		Problem of holidays/self employed do not get paid for holidays or sick leave		Undertake own accounts and tax returns		Danger of 'bad' debts		Loss of control of supervision		Quality control more difficult	
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		The question asks for advantages and disadvantages for:																																					
		<ul style="list-style-type: none"> <li>• employees</li> <li>• employers</li> </ul> So the question has four threads.																																					
	Band 1	Three of the four threads are clearly developed to enter the threshold			33-40																																		
	Band 3	Two of the four threads are included for threshold			17-24																																		
	Band 4	One of the threads is included to enter threshold			9-16																																		
		<p>Annotation</p> <p>Ae for advantages to employees Ar for advantages to employers De and Dr for the reverse Credit K and e.g.</p>																																					

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

Band	Level Descriptor	Marks
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

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>	





**Mark Scheme 2965  
June 2005**

### Section A: The Scientific Domain

Answer one question from this section.

1. In terms of disease control and health, do you wish your lifetime could be that of your grandparents (G), your parents (P), your own (O) or your children (C)?

Name your chosen generation and the approximate dates of their lifetime. Justify your choice and give reasons for rejecting each of the other three. You may consider health in terms of factors related to birth, quality of life and death. [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

The modal age for students taking this paper will 17.

Grandparents 1935 - 2010

Parents 1960 - 2050

Student 1988 - 2080

Children 2010 - 2100

The candidate names a group and the approximate years of their lifetime. No marks for this introductory material.

Quality of life includes: living conditions, lifestyle and health, working hours, diet and health.

Considerations will include:

- life expectancy and survival at birth;
- threats to health from childhood illnesses, cancer, heart disease, industrial disease, aids, sars and unknown future illnesses;
- war (1939-45, atomic bomb, cold war, terrorism);
- general health of the population, housing conditions, working conditions;
- understanding of factors of well-being;
- obesity;
- drug culture;
- stress/ mental health;
- access to health care;
- diet;
- education e.g. birth control, sex education.
- developments in medical science

**Band 1** candidates will include at least two developed reasons eg. life expectancy and war for their choice and may well include reservations about their choice and a reason for the rejection of each of the other three.

**Band 3** candidates will have at least one developed reason for their choice and a reason for the rejection of two of the others.

**Band 4** candidates will have a reason for their choice and something to offer on their reason for rejection.

Recommended annotation:

G – selection of generation

Dates – identification of dates

J<sub>1</sub>, J<sub>2</sub>, J<sub>3</sub> – justification of chosen generation

Rej<sub>i</sub>, Rej<sub>j</sub>, Rej<sub>k</sub> – for rejection of each of the other three. Where i = G,P,O,C

Use G,P,O, C for each group.

2. **When developments from scientific research have done so much to reduce the damage to crops from pests and diseases and to increase food supply, some consumers are turning to more costly and less perfect crops grown organically. Is it the scientists or the consumers who have got it wrong?** [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 may refer to the work of scientists and include such developments as:

- fertilisers;
- pesticides;
- herbicides;
- improved understanding of drainage;
- better machinery;
- higher yielding varieties;
- refrigeration and storage;
- lack of awareness of scientific modification;
- battery farming;
- breeding;
- GM productive;
- Intensification.

In support of organic production they may point to:

- better taste;
- nostalgia;
- sentimentality;
- backlash against regulation;
- sustainability;
- concerns for health from chemicals;
- damage to the environment from intensive farming;
- intensive animal husbandry;
- fears from GM crops
- lack of appreciation of organic production methods.

**Band 1** candidates will come to a conclusion though this may have reservations and will include developed support for both approaches.

**Band 3** candidates will have no conclusion or be unclear. The case for both groups may be unbalanced with one of the sides only present in the smallest terms.

**Band 4** candidates may or may not have a conclusion but their review will usually exclude one of the sides.

Recommended annotation:

Sc – for points in favour of science

Co – for points in favour of consumers and organic production

Ass – for some assessment of the two cases

Concl – for clear conclusion.

3. **'If you want to go places, start from where you are.  
If you are poor, start with something cheap.  
If you are uneducated, start with something relatively simple.  
If you live in a poor environment, and poverty makes markets small, start with something small.'**

**(Small is Beautiful, E.F. Schumacher, 1973, Abacus)**

**Schumacher is suggesting that the way to economic growth and development is to develop projects that are:**

- local;
- low cost;
- low skill;
- short time scale and
- small-scale.

**Suggest ways in which this advice might lead to solutions to the problems of economic development in one area of the United Kingdom. [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**

The extract from Schumacher is in support of Alternative or Intermediate Technology.

This question focuses on ways to promote economic growth in the chosen area.

Economic growth may be in terms of increased industrial or commercial activity, greater personal wealth.

His approach includes:

- local small scale projects
- based where people live
- using technologies the local people can manage and service
- support based upon giving local people knowledge
- self sufficiency and self respect

- sustaining the local environment
- labour intensive in areas of unemployment
- using local resources
- using local skills
- relatively low levels of investment
- local control

This approach could be applied to urban and rural areas in the UK.

In urban areas many of the economic problems of the inner city could be approached using alternative technology.

Clearly in rural areas the diversification of farming fits very well with this approach. Schemes include the use of farm buildings for holiday cottages, fields for golf courses, paint balling in forests, farmers' markets and the holding and hire of equipment e.g. marquees.

**Band 1** candidates will include four of the five headings given, each supported by one way in which it will aid economic development.

**Band 3** candidates will be able to offer two areas of the five headings where economic development is needed but the use of the ideas in the question will be less secure.

**Band 4** candidates will include one area with tenuous links to the resources provided.

Recommended annotations:

I – identification of an area in the UK

P – problems found in the chosen area

S – solutions to the problems of the area.

### Section B: The Cultural Domain

Answer one question from this section.

4. To what extent does religious belief encourage equality in everyday life? What conflicts could arise for people following such a belief? [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

Candidates may cite one or more religions but full marks available for one.

Initial reading of the scripts suggests many include anti-Muslim sections. These need to read carefully for their relevance to the question.

Note also the question is about religious beliefs. The only social customs allowed are these based on religious beliefs.

#### Indicative content

- ideas of community and sharing
- charity activities
- avoidance of prejudice and discrimination
- human rights
- the sanctity of life
- knowing the difference between good and bad
- freedom with responsibility
- forgiveness
- caring supreme being.

Problems might include:

- a competitive world;
- materialism;
- peer pressure;
- scientific challenges e.g. IVF, euthanasia, blood transfusions;
- social pressures e.g. birth control, abortion;
- working hours;
- political structures.

#### Christianity

For example, those writing from a Christian base may use such points as:

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

**Buddhists** describe the Middle Way that:

- neither indulges or deprives human senses;
- permissiveness results in suffering e.g. sexual misconduct;

- the search for happiness is not through material possessions;
- people should aim for a balance between not wanting more and not having enough;

**Sikhs** believe:

- everyone needs to be concerned for mankind as a whole;
- they believe in love and service to all others;
- they follow teachings of community and fellowship, to serve one another;
- they believe in honesty in public and private life, people should not expect privileges, people should stay in office as a result of good qualities;
- they believe wealth should not ignore poverty;
- the ideal society of the Sikhs would respect equality in matters of race and gender, religion, wealth and job opportunities.

**Hinduism** includes:

- the good of the individual is included in the welfare of all people;
- all types of work have the same dignity;
- all persons have a right to earn a living from their work;
- a life of labour is worth living;
- politicians need to introduce laws to remove inequalities;
- governments should be truly democratic
- people need to base their lives on moral and social duty, truth and non-violence;
- the belief of free education for all children;
- equal opportunities to basic amenities for all;
- allowing women to train as priests;
- encourage more social mixing;
- inequality a product of re-incarnation.

**Islamic beliefs** include:

- men and women have equal spiritual worth;
- women should work actively alongside men;
- men should protect women e.g. at such times of pain as monthly periods and child birth;
- women have the right to be provided for and not forced to earn money, though women may seek paid employment;
- a woman has a right to remain a virgin until marriage;
- women have the right not to be harassed in their place of work;
- women are expected to dress modestly;
- in marriage the male is seen as the 'head of the family' and women are expected to take a secondary role;
- older people take priority over children in any family;
- followers aim for peace but this must be in the absence of oppression and injustice.

Islam is sometimes incorrectly linked with the suppression of women in such areas as:

- the seclusion of women (purdah) who are kept out of public view;
- the restriction of women from leaving the house even to attend the mosque;
- women not being allowed to speak to strangers (in fact many Islam teachers speak to strangers);
- daughters being given in marriage without their consent (in reality not a religious principle).

**Judaism** includes:

- the belief that human aggression and dishonesty will eventually bring a person down;
- those in need should be helped, people should be truthful and respect their parents;
- the Sabbath (Saturday) is a day when Jews do not work but devote the time to their families;
- Jews are dispersed throughout the world to play their part in a general moral advancement;
- the family is a close unit with parents and children having responsibilities for each other;
- parents should teach their children the things they need in life such as learning to swim, road safety and not accepting lifts from strangers;
- parents should see that children have enough to eat;
- parents should be treated with respect;
- adultery is strictly forbidden;
- that a person's wealth is decided by God each year and that materialism can make a person's life a misery;
- that a person's life should not include poverty;
- wealthy people should budget for themselves, their family and those in need (one tenth of a person's income is for the needy);
- charity is seen as demeaning for the receiver, instead giving is anonymous and seen as a long term loan.

**Band 1** candidates will have some knowledge of one or more religious principles that they can apply to the idea of equality and they will be able to make links between the ideas and problems in everyday life.

**Band 3** candidates will show some awareness of some principles but the link to equality will be weak. They will be able to suggest consequent everyday problems.

**Band 4** candidates may have some idea of religious principles with a tenuous link to equality. They may be more concerned with everyday problems.

Credit candidates who debate 'to what extent' eg. equality/inequality.

**5. Each year panels of judges, under the guidance of a chairperson, award prizes within the Arts. Select one of the following categories.**

- **architects responsible for the renovation of old buildings;**
- **designers of a summer clothes collection;**
- **painters of landscape pictures;**
- **news photographers;**
- **sculptors using recycled materials;**
- **lyricists for a stage or screen musical;**
- **authors writing biographies.**

**Identify and justify five criteria the judges might use to decide on the most successful artists in this category:**

**Identify, with reasons, two additional criteria the judges might want to use but the impartial chairperson would resist.**

[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 could include:

- innovation, something new to surprise or shock
- skilled craftsmanship
- popular acclaim
- clarity of message, coherence
- content of message
- commercial success/price
- influence on other creative people
- use of materials
- fit to location
- colour

Criteria that would be resisted by chair include:

- educational background e.g. college;
- social background e.g. unemployed or elite; .
- comments by the critics/press pressure;
- commercial sponsor;
- nationality;
- animosity/personal clashes.

**Band 1** candidates will identify and justify normally five but exceptionally at least four criteria to be used and will have a clear idea of two criteria that should not be used.

If no rejects Max 36.

**Band 3** candidates will identify and justify two or three criteria and have some suggestions for criteria to be rejected.

**Band 4** candidates will identify some criteria to be used but will be vague about criteria to be rejected.

Recommended annotation:

I – identification of chosen category

C<sub>1</sub>, C<sub>2</sub>, C<sub>3</sub>, C<sub>4</sub>, C<sub>5</sub> – for identified criteria

J<sub>1</sub>, J<sub>2</sub>, J<sub>3</sub>, J<sub>4</sub>, J<sub>5</sub> – for justification of criteria

Dev – for development of criteria or justification

Rej<sub>1</sub>, Rej<sub>2</sub> – for criteria resisted by chair

R<sub>1</sub>, R<sub>2</sub> – for resistance by the chair.

6. Many people prefer things made from natural rather than artificial materials. For example people prefer wood, glass, leather and pottery to plastics, fresh flowers to fabric ones and cotton to polyester. Others consciously choose the opposite position. Suggest reasons for these preferences. [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

Ideas for preferring natural materials include:

- authenticity of nature, created by higher forces, real;
- being drawn to nature;
- failure of artificial materials in the past;
- health concerns;
- fashion;
- nostalgia for lost years;
- satisfactory outcome;
- connotations to other modern features e.g. concrete jungle;
- allow cost.

Reasons for preferring artificial materials could include:

- ethics;
- washability;
- image of modernism;
- appearing to be 'cool'.

Be ready to reward challenges to the question.

**Band 1** candidates will offer at least four developed reasons that will look at both natural and artificial materials.

**Band 3** candidates will tend to concentrate on the desirable features of one of the two areas. At least two reasons will be developed.

**Band 4** candidates will hint at the value of natural materials or the problems arising from the use of artificial ones.

Recommended annotation.

Nat – Natural materials/items

Art – Artificial materials/items

+ - points in favour

- - points against

## Generic Levels Mark Scheme

<b>Band</b>	<b>Level descriptor</b>	<b>Marks</b>
<b>Band 1</b>	The candidate demonstrates the following abilities where appropriate to:	<b>41-50</b>
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>	
<b>Band 2</b>	The candidate demonstrates the following abilities where appropriate to:	<b>31-40</b>
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>	
<b>Band 3</b>	The candidate demonstrates the following abilities where appropriate to:	<b>21-30</b>
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>	

**Mark Scheme 2966  
June 2005**

## Section A

Study the source and then answer the question that follows.

- 1 With reference to the source and your own knowledge and opinions, suggest reasons for the changing pattern of crime. Does this changing pattern make law enforcement more or less difficult? [50]

This question has two parts:

- suggesting reasons for changing pattern of crime;
- assessing whether the changing pattern makes law enforcement more or less difficult

Assessment Objectives Balance

Sub section	AO1	AO2	AO3	AO4
	8	8	30	4

**Indicative Content:**

Reasons for changing pattern of crime:

- new technology, crime and social change are linked;
- technology is not developed with criminal consequences in mind;
- crime comes before the means to control it;
- increased technological sophistication will mean greater sophistication in the crimes committed;
- internet crime will increase;
- there is now less reason to steal hard cash;
- there will be a split between traditional and techno crime.

Assessing whether the changing pattern makes law enforcement more or less difficult:

- this increased sophistication will be available to the police also;
- the average techno criminal might be more intelligent/better informed than the average techno policeman;
- the police have huge resources to buy in expertise and spend money on relevant hardware;
- multi media crime will increase;
- some 'traditional' crimes will remain a problem.

Please remember that this question has *two* parts

If the second part of the question is not considered: band 3 max

If no personal input: band 4 max

If no reference to source B4 max

**Band One**

A cogent, well informed response with a judicious balance of source reference and own opinion. Problems and possible solutions will be given (more or less) equal weight. Specialist academic knowledge is not required, although this should be given credit if it is present. Answers will be fluently and accurately written.

**Band Three**

The response will be relevant but lacking the depth and detail of a Band One answer. There will be both source reference and own opinion. If either element is absent then Band 4 is the highest that can be awarded. There will be reference to both problems and solutions. Again, if either element is absent, Band 4 is the highest that can be awarded. What argument there is may well be rather pedestrian.

**Band Four**

There will be a sense of limitation to the answer; consideration of either source or opinion might be absent and the answer will be ill informed.

## Section B

- 2 'Politics is like a game. You have to be smart enough to understand the game and dumb enough to think it's important.'

Is this how Members of Parliament should view their role in Parliament and in their constituencies?

[50]

Assessment Objectives Balance

Sub section	AO1	AO2	AO3	AO4
	8	8	30	4

**Indicative Content:**

- politics can often demonstrate the boisterous nature of a game;
- politics can appear ephemeral (like a game);
- politicians generally appear to relish the competitive nature of their calling;
- there are winners and losers;
- politicians' decisions can have devastating consequences on 'real' lives, so it should not be like a game;
- politicians are, clearly, often very highly educated and also smart (albeit sometimes in a rather slick 'spun' sense);
- politicians are passionate about politics (examples here would be useful);
- this can often take the form of petty bickering that can seem pretty 'dumb';
- politics can be intensely insular (particularly at local level);
- politicians work very hard and at unsocial times;
- a section of the population is cynical or indifferent to politics and politicians (to judge by low election turn outs);
- this is particularly the case amongst the young (see any number of General Studies answers);
- despite this public inertia, the inert are still quick to complain if things go wrong;
- the media presents politicians in a poor light generally;
- but it is undeniable that governments affect our lives in many crucial ways;
- when Tony Blair was elected there was a *longing* for moral, principled government;
- the often bitter, intense disillusionment at the perceived failure to provide such government is evidence of a deep seated concern about politics and politicians on the part of much of the population;
- many politicians remain committed to their trade;
- some good constituency MPs have a low level Parliamentary profile;
- professional sportsmen can demonstrate all the vices of politicians;
- politicians are often at pains to demonstrate their interest in sport;
- some football managers are political (e.g., Sir Alex Ferguson);



If politics and politicians are not **both** considered: Band 3 max

### Band One

A cogent, well informed response. Answers will be fluently and accurately written. All parts of the question will be considered and consideration of politics and politicians will be well balanced. At least half of the bullet points above (or similar) should at least be touched upon

### Band Three

The response will be generally relevant but lacking the depth and detail of a Band One answer. What argument there is may well be rather pedestrian. If politics and politicians are not both considered then this is the maximum band an answer can obtain.

### Band Four

There will be a sense of limitation to the answer; the answer will be overly blasé or ill informed.

## 3 'Racism is as inevitable as it is indefensible.'

How far are people influenced by their backgrounds in their attitudes to race?

[50]

### Assessment Objectives Balance

Sub section	AO1	AO2	AO3	AO4
	8	8	30	4

### Indicative Content:

- racism will be unacceptable for the vast majority if it encourages inequitable treatment, violence, cruelty, distress etc.,
- racism is not just about skin colour;
- it is not just visited by 'whites' upon other races;
- there is an argument that 'racism' can be merely an acknowledgement of 'difference' with no sinister agenda;
- multi-culturalism is an implicit acknowledgment of racial difference;
- there is a biological reason for racism and is it therefore inevitable;
- racism is a cultural phenomenon and thus open to reform;
- sporting rivalry between the Home Nations is racist;
- some social groups are more obviously racist than others;
- some racism is simply more subtle than others;

- subtle racism is a middle/upper class phenomenon;
- a child of racists is inevitably going to be racist itself;
- racism is influenced by age;
- credit anything relevant;

A definition of racism must be attempted (implicitly or explicitly) for Band Three +;

Both parts of the question must be addressed for Band 3+;

### Band One

A cogent, well informed response with a judicious balance of focus on both aspects of the question. Answers will be fluently and accurately written.

### Band Three

The response will be relevant but lacking the depth and detail of a Band One answer. There will be reference to both inevitability and unacceptability but the argument may well be rather pedestrian.

### Band Four

There will be a sense of limitation to the answer; consideration of either inevitability or unacceptability will be absent and the answer will be ill informed.

- 4 'Abortion is a matter for those who make the laws and not for individuals.'  
How far do you agree?  
[50]

### Assessment Objectives Balance

Sub section	AO1	AO2	AO3	AO4
	8	8	30	4

### Indicative Content

For the individual:

- only those who created the foetus should choose whether it should be aborted;
- we should be the ones to have jurisdiction over our own bodies;
- the individual is best placed to assess the broad viability of a pregnancy;
- the 'life' of the foetus should be the responsibility of those who created it;
- the happiness of an existing life should take precedence over a potential one;
- it should be more the concern of the female rather than the male;
- the stage at which the foetus is aborted is important;
- individuals should always choose as early an abortion as possible;
- the foetus is not a 'person' and is, therefore, *de facto*, no concern of society or law makers;

- pro-life groups might claim to represent society's views when they do not and thus law makers should not be influenced by them;

For law-makers

- it is up to the law makers and society to safeguard society's members;
- a foetus is a living being and must be protected;
- law makers should uphold moral values;
- abortion is an abomination and should be prevented at all costs;
- society and the rule of law cannot be opted out of as and when convenient;
- society can support the unwanted baby and the reluctant parent(s);
- society can ensure that the baby is not a burden to its mother/father;
- the rights of fathers must be supported;
- a life cannot be put at the mercy of a selfish whim;
- abortion is often deeply regretted;
- society protects the rule of law;
- we do not want casual abortion on demand;
- the law (and society) must take a macro cosmic view;

A 'balanced' answer is not necessary; a thoughtful one is.

### **Band One**

A cogent, well informed response with an acknowledgement that this is a complex issue even though the general thrust of the argument may come down strongly on one side or the other. Answers will be fluently and accurately written.

### **Band Three**

The response will be relevant but lacking the depth and detail of a Band One answer. The different implications of abortion may not be considered and what argument there is may well be rather pedestrian.

### **Band Four**

There will be a sense of limitation to the answer; the tone may well be overly blasé and the answer ill informed.

## Generic Levels Mark Scheme

<b>Band</b>	<b>Level descriptor</b>	<b>Marks</b>
<b>Band 1</b>	The candidate demonstrates the following abilities where appropriate to:	<b>41-50</b>
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>	
<b>Band 2</b>	The candidate demonstrates the following abilities where appropriate to:	<b>31-40</b>
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>	
<b>Band 3</b>	The candidate demonstrates the following abilities where appropriate to:	<b>21-30</b>
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>	



**Mark Scheme 2968  
June 2005**

- 1 **Assess the current position of the motor car in the world from a cultural, social and scientific perspective. Outline at least two priorities or challenges that have faced designers and manufacturers throughout the motor car's evolution.[50]**

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

### Indicative Content

For clarification, the sources cover the following themes:

- a car that is environmentally friendly;
- cheap to run and fuel efficient;
- it does not produce harmful greenhouse gases;
- the vehicle is slow but could be a record breaker;
- cars protect their occupants but not pedestrians;
- no correlation between size, price, manufacturer reputation and safety;
- cars are still sold for their looks rather than their safety and efficiency.

### The motor car's current position from a

#### Cultural Perspective

- it has become an accepted part of everyday life and is common to most countries and peoples;
- it is an icon of achievement and status for a nation [like the Volkswagen in 1930s, the model T Ford, the Mini];
- it can represent the fashion of the day and be owned for its looks and acceptance within a cultural group.

#### Social Perspective

- it is a status symbol, not just for the rich but for diverse social groups;
- it is a means for a family to spend time together travelling;
- it remains a source of income for many people in all walks of life;
- it is the focus of a competitive, world-wide industry;
- cars cause a significant number of deaths and imprisonments;
- they are responsible for congestion in towns and cities coupled with the associated problems;
- racing cars are important for recreation whether as a participant or observer.

#### Scientific Perspective

- the car has always been a composite of many different scientific inventions and processes which involve all three main branches of science;
- a tried and tested invention that is constantly being modified through research and development.
- source of competition in terms of emissions, fuel efficiency, type of fuel, safety, comfort, speed, running costs, reliability;
- gradual moving away from the traditional vehicle to newer, more futuristic designs, even ones that can fly!



**Major priorities for designers and manufacturers** might include:

- assessing the uses of alternative fuels;
- developing driverless cars;
- introducing navigation systems that ease congestion;
- making cars that last longer with easily interchangeable parts;
- reducing the second-hand market;
- developing kit cars that can be assembled in the home for less cost;
- researching and taking pedestrian safety more seriously;
- continuing to improve safety features.

This essay is in two main parts, the first divided into three sections which relate to the three domains. The second part is a more speculative response and may include reference to any one or more of the domains but must refer to **two** priorities or challenges. It is acceptable for candidates to offer their own ideas in this part of the answer and examiners are asked to use their professional judgement as to the degree of validity and relevance which they present.

**Band 1** A clear indication of the car's position in the world from the perspective of each of the three domains. Two priorities covered with some examples stated and clearly supported analysis. An ability to examine and consider potential dangers for the future as well as innovation and development. Good use of AO2 with few errors and the inclusion of specialist vocabulary.

**Band 3** Some indication of the car's position in the world without reference to all three domains and with flawed ideas. One priority covered clearly, the other not; one-sided views from a narrow range of experience with few examples and analysis. Satisfactory AO2 with some errors and limited reference to specialist vocabulary.

**Band 4** Simple statement of opinion about the car based on domestic use with a narrow range of ideas and limited focus. Little attempt to tackle the domains in any logical sequence. Mainly factual conjectures with little argument or coherent development of the theme. AO2 is poor and lacking fluency and coherent construction of arguments.

Indicate **C** for Cultural, **Sci** for Science, **Soc** for Social , **P** Priority, **Ch** Challenge

## Section B

- 2 Briefly outline how, where and when we hear music. Using examples, analyse the extent to which cultural, social and scientific factors have influenced our tastes and preferences. [50]

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

**Indicative Content**

For clarification, the source covers the following themes:

- even the latest sounds are used as background music and therefore only listened to peripherally;
- the tempo is appropriate but technology has meant that people can listen to their own music and hear current sounds on MTV;
- music has an effect on people's shopping habits and behaviour;
- fast, lively music in the background can unsettle people;
- the constituents of a piece of music can affect customer turnaround;
- shops choose music to suit the moods of their customers;
- on the whole, background music is non-descript: calm and cheerful.

**The question involves reference to:**

**How we hear music** in a variety of ways such as:

- technology [vinyl, cassette, cd, minidisk, mp3 players];
- radio;
- television;
- live performance.

**Where we hear music** in private or public such as:

- home;
- school;
- car;
- workplace;
- background [shop, aircraft, telephone];
- concerts.

**When we hear music** in a variety of situations such as:

- relaxation/elation;
- joy/sorrow;
- special occasions;
- involuntarily as background.

**The extent to which our tastes have been influenced by:**

**Cultural factors**

- music is transglobal; it never was just a western art form;
- travel and technology, allowing us to experience new sounds makes us more tolerant;
- fashion and music are inextricably linked;
- it is 'cool' to listen to the music of your chosen sub-culture.

**Social factors**

- some music champions a cause or represents a minority group;
- it is becoming easier to access all types of music and therefore it is not financially prohibitive;
- it may be music of a tradition to which a person or family belong;
- a specific style is played at a socially 'cool' venue for the age-group.

**Scientific factors**

- music is readily available through a variety of media that are must-have priority items;
- listeners have become obsessed with quality since the advent of digital recording;
- through developing technology one is able to listen to remastered recordings of old 'classics' that would have otherwise been lost;
- music can have a psychological effect on listeners.

Careful use of the source can provide an excellent basis for an answer which examines how music has moved from an academic, intellectual pursuit for the upper classes into being mass popular culture which is all-consuming and is found in every corner of the planet. However, it is undisputed that every class and culture has always had its own music. Mass media and commerce has exploited music's potential.

The essay is in two parts. The initial brief outline is the opportunity to acquire AO1 marks. The remaining part of the essay involves more detailed analysis, the introduction of examples and the development of ideas in order to reach some conclusion concerning individual tastes and preferences.

**Band 1** Outline of how, where and when music is heard is brief but concise in content including reference to at least two places with some supporting comment. Covers at least two factors from each domain and examines a variety of viewpoints, including own tastes and experiences. Good use of AO2 with few errors and inclusion of specialist vocabulary.

**Band 3** Outline of how, where and when music is heard is brief but consists of a named place[s] without any supporting comment. Coverage of domains is uneven and focuses heavily on one area. Some evidence of personal opinions and tastes but analysis is limited. Satisfactory AO2 with some errors and limited reference to specialist vocabulary.

**Band 4** Outline of how, where and when music is heard is flawed, perhaps only covering one area. Coverage of only one domain in any detail with minor reference to the others. Largely unsubstantiated opinions with limited analysis and sketchy reference to the question. AO2 is poor and lacking fluency and coherent construction of arguments.

## 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>	



# **Report on the Units June 2005**

## **Chief Examiner's Report**

The cohort of candidates entered for the 2005 examination was larger than in previous years. Examiners report that the great majority of candidates were well prepared and motivated to make a sound response to the questions set. Many of the scripts were a delight to read with candidates showing great energy in the answers they gave.

A number of common features emerged from the scripts. Three of these might be described as substantive and three as more general features that Centres should consider when preparing candidates for this examination.

The first major point concerns the ability of candidates to solve problems. Problem solving is a feature of several of the examination papers as well as the coursework components. Candidates appeared less familiar than in previous sessions with the idea of establishing an experiment or investigation to explore the relationships between variables. It is suggested that Centres may wish to consider increasing the experience of candidates in this respect.

Secondly, Centres are invited to encourage candidates to greater independence. This was a particular feature of the coursework components but also applied in the written papers. Clearly there is a tension between the valued use of writing frames, for example to ensure that all three domains are addressed in the synoptic unit (2968), and the freedom to think for themselves. This was particularly evident when a familiar topic, such as GM foods, was included in a question. Some candidates tended to repeat a prepared answer or taught material rather than adjust their knowledge to the particular question set. It is suggested that candidates should be encouraged to adapt their knowledge and use their own examples.

The third major point concerns the use of the resources provided with some questions. The link between the resources and the question does vary between the papers. In some questions, quotations from the resources are invited but in others the resource is seen only as an initial familiarisation. Centres should encourage candidates to read the question carefully to ensure that they recognise the type of link between the resources and the instructions in the question.

The three minor points concern command words, the definition of words and the cover sheet of the answer booklet.

Command words such as 'describe' and 'explain' are used to guide candidates on the direction of the question. For example, the phrase 'To what extent' suggests that there are at least two major points of view on the question. The candidate is expected to explore these points of view and to assess the extent that the evidence supports each of them. The paragraph assessing the extent will usually come towards the end of the essay. A list of command words is provided in the textbook that accompanies this specification.

Word definitions are a crucial part of many questions. Better candidates often explore the meaning of key words in an early part of their essay. They then revisit the definition in the light of the evidence they provide. This was particularly evident in the question concerning a 'fair' society in Unit 2964. Centres should note that many candidates found words like 'ideology', 'beliefs', 'values' and 'culture' difficult to define.



Finally, examiners ask that ALL candidates fill in the question numbers on the cover sheets of the answer books they use. In some Centres, all candidates do fill in these numbers but in others no-one does so. Having this information on the cover is essential since examiners frequently mark question-by-question rather than script-by-script. If the numbers are not added to the cover, the examiner has the added task of opening every script to fill in the cover for the candidate. Whilst the task of filling in the numbers is not onerous for individual candidates, it can prove a major task for an examiner who may have hundreds of scripts to mark.

In conclusion, examiners congratulate the successful candidates for their positive responses to the questions set. General Studies is a challenging examination requiring depth of knowledge across a wide range of topics. It also requires engagement with contemporary issues and rewards those with a well-rounded education.

## **2961: The Cultural Domain (Written Examination)**

### **General Comments**

The level and nature of the material offered in the questions seems to have been stimulating and of interest to most. The breaking down of marks in questions 1, 2 and 3 seemed to assist candidates greatly in gaining credit but also managing their time efficiently. In Section B, the best answers to the essay questions appeared more focused, organised and full of relevant personal experiences. Better candidates argued in an objective, balanced manner, gave examples and critically engaged with the question. Poorer candidates made simplistic and general assertions that were often brief and uncompromising. The ability to sustain a structured, analytical and illustrated response to the question chosen clearly varied between Centres. For these reasons, the essay remains the key discriminator between candidates' performances and this is clearly an area where improvements can and need to be made in the preparation of candidates. All of the essay questions seemed equally popular but many candidates are unsure of what the specification means by Culture. Too often the explanations offered relate more to social issues found in unit 2964.

Time management still remains an issue for some candidates, often concentrated in particular Centres. Questions in Section A were sometimes answered at great length, the result being somewhat skimpy treatment of Section B (where half of the marks for the paper are available). Another important issue to note is carelessness in reading of the questions. This invariably led to imbalanced or tangential answers, idiosyncratic rant or omission of part of the question. The standard of communication remains at a satisfactory level but shows few signs of improvement. Punctuation and sentence structure continue to cause problems as well as grammar and syntax. For candidates with limited recent experience of essay writing, some preparation and explanation of ground rules is advised.

## Comments on Individual Questions

### Section A

- 1 (a) Candidates were rewarded here for stating the obvious without the need for copious repetition and lifting from the text. The essential ingredients were 'internet', 'television' and 'own home/living room'. Some merely quoted 'sofa' without explaining the notion of comfort and convenience. For most candidates, this proved a fruitful opening to the examination.
- (b) There was a marked similarity in some of the answers here to those offered in a) as candidates failed to elicit the idea of 'revolutionary' being linked to social change in individual habits or indeed any kind of change. Equally, the notion of 'armchair' was linked to the idea of using the television - this was missed by many candidates in their evaluation.
- (c) Candidates needed to explain that the use of the internet through the television was easy compared to the purchase, installation, and maintenance of a stand-alone PC. The word 'complex' was misunderstood by some candidates who thought it meant 'easy'. The main weakness was the failure to draw the *comparison* required and suggested by the word 'relatively'.
- (d) This question revealed some weaknesses in candidates' experience and proved a discriminator of the extent of their knowledge. A surprising number did not know that e-commerce was related to business, shopping or other transactions and 'selling' on the internet. Candidates made links to advertising because they imagined 'commerce' was connected with 'commercials' and some wrote a response about e-mail.
- (e) This question was well answered and often included examples other than the one cited in the passage. Verbatim quotation was perhaps the main weakness encountered here.
- (f) Candidates managed to cover the key points though some confused 'the world wide web' with 'websites'. The most common answer was 'internet' with the best candidates pondering the metaphorical implications of a 'web'.
- 2 This question involved making a choice of one option from each of three pairs and giving two reasons for that choice. There were 18 marks available and it proved easy for most candidates to gain a large number of these by providing valid reasons which were expanded or exemplified. Unnecessarily long answers contributed to poor time management. The use of personal experience was mostly creditworthy and usually involved reference to relatives living abroad. A few candidates misinterpreted the question, writing about one pair of options, and offering the advantages and disadvantages of each thereby only accessing a maximum of 6 marks. To summarise :
- Pair A – an even split between the e-mail and the telephone with some pointing out the problems of time difference in telephoning abroad.
- Pair B – again a fairly even division between the web site and a guidebook though there were some candidates who confused a guidebook with a holiday brochure in the context of booking on the internet. Portability was usually the key issue for support of the guidebook.

Pair C – most candidates favoured the live auction and had clearly been influenced by their experiences of auctions on television rather than first-hand visits. Common support included the notion of being able to see what you are bidding for as well as the dangers of using credit cards on the internet.

On the whole candidates were able to access high marks on this question and wrote earnestly and sensibly about their choices.

- 3 (a) This proved to be a straightforward question for most candidates who were able to relate their personal, recent experiences. There was little difficulty in demonstrating the advantages and disadvantages of internet research and it was reassuring to know that all candidates are aware of the serious penalties for 'lifting' coursework directly from the internet and submitting it as their own. The words 'cheating' and 'plagiarism' were often used in support of their claims.
- b) There were very few good answers to this question and there was an element of misinterpretation. A number wrote about the effect on the consumer rather than the music and film industries and the word 'global' seemed to confuse some candidates. Some candidates were unsure as to whether companies had made or lost money though many cited piracy and illegal copying as major issues. Candidates needed to identify two effects such as: improvement in quality of playback, increase in competition between companies for audiences (at the cinema and in the home), the growth in the electronics business, or indeed, the advent of piracy and internet fraud. Having done so, it remained to provide some development as to why this was the case and provide logical reasoning. There was a tendency to cite ideas like 'business is booming' and artists are 'making a fortune' rather than paying some attention as to *how* and *why* this is happening.

### Section B

- 4(a) The vast majority of candidate could give three ways in which friends influence teenage years but could not adequately develop and support their answers. Some candidates seized upon the word 'you' in the question and offered very interesting and personal accounts of their own experiences. Focus was lost in anecdotes and some answers dwelt on negative influences, especially drugs, alcohol and underage sex. There were some heartening references to support networks and positive role models regarding character development and work ethic.
- (b) This question produced a wide range of responses. A minority adopted a generic approach (white collar workers as against manual workers) and such answers were weakened by generality. The most popular occupations chosen were priest (or other clergyman), doctor, nurse, and teacher. Contrasts were often well drawn with moral issues such as euthanasia and abortion quoted but the comparison of beliefs and values was often weak. Description was often used rather than evaluation though the exception applied to candidates who chose to evaluate manual and non-manual workers. As in previous sessions, examiners noted how the concepts of *beliefs and values* are so often misinterpreted and misunderstood. This is of great concern since they form prominent parts of the specification and it is recommended that Centres take account of this problem when designing future General Studies courses.

- 5 (a)** Most candidates were able to include three valid ways of being patriotic. Sport and the monarchy formed the nub of many answers with historical perspective being rare. St George's day and the Union Jack were also popular choices though there were few references to other countries of the British Isles. More thoughtful candidates chose to comment on the commitment of our armed forces and the support of British goods. Few gave any sophisticated comment on 'times of crisis' or 'pride in the countryside.' The typical weakness noted by examiners was lack of exemplification and an absence of detail.
- (b)** This question gave rise to some passionately held views on crime and punishment and racial issues. Some of these turned into unstructured rants and were not balanced with the more positive aspects of an immigration policy and how a diverse culture has in many ways improved the country. It is sad to note that any mention of immigration immediately connects with the word 'illegal.' Whilst there were a few astute definitions of 'British' this aspect of the question was often given short shrift. There was nevertheless a genuine attempt to cover both positive aspects (such as history and tradition) and negative aspects (such as anti-social behaviour, racism and bigotry) of British culture. The best candidates drew attention to the multi-cultural successes of modern British culture in such places as the NHS, sport and education and as a result scored high marks.
- 6 (a)** Candidates seemed to enjoy this question and there were some examples of perceptive analysis. The question asked candidates to elicit the *impression* the photographer was trying to convey with the photographs. Entirely descriptive answers scored few marks. Popular answers to the photograph of George W. Bush included 'at a loss to know what to do' or, more cynically, 'trying to think up his next lie.' There was universal agreement on the happy and positive atmosphere seen in the photograph of Nelson Mandela with some making reference to the recent troubled history of Southern Africa.
- (b)** This very popular question offered candidates the opportunity to display a good range of knowledge on the media. However, the divided nature of this question caused some problems. The most frequent weakness in addressing the first part (outlining a chosen role) was lack of detailed support and reference to the role being discussed. In fact some candidates simply offered a single sentence definition with no attempt to assess how the role is carried out, its importance and value, and how it integrates into the news machine. The following discussion on the British media was often weakened by a lack of examples but, when employed, the most popular ones cited were the death of Diana and the Iraq war. Good distinctions were brought in about the different ways in which the tabloids and broadsheets handle news stories and the image of the paparazzi was dissected on occasion. One of the biggest problems with responses was the failure of candidates to identify criteria upon which success could be judged. Thus many essays told the story of the news and/or listed different types of media and asserted that variety automatically equated to success. The rubric 'to what extent', was mostly ignored.

## 2962: The Scientific Domain (Written Paper)

### General Comments

The Science Domain paper saw its entry remain stable at approximately 21000. As with previous June sessions, the entry comprised the full range of candidates, mainly derived from year 12 and some year 13. The general level of performances was similar to previous sessions with marks out of 100 ranging from the upper 90s to 0.

The paper had a similar format to previous examinations with Section A combining mathematical and experimental skills and Section B a choice of one broadly scientific essay from three. The majority of candidates used their time well and obeyed the rubric. A significant number of candidates undertook the Section B essay prior to the data response questions in Section A. In the main, the better candidates achieved a good balance of marks between Sections A and B whilst weaker candidates struggled with Question 2 and/or Section B.

The paper was accessible to almost all of the entry.

### Comments on Individual Questions

#### Section A

Although Section A saw a wide range of marks there was a noticeable difference between performances in Questions 1 and 2 with the former being much better than the latter. Candidates found the sequence of mathematical questions in Question 1 much easier than the experimentation in 2.

- 1 Question 1 was generally well answered and for many candidates it often became their best performance on the paper.
- (a) This question was well done with most candidates gaining two marks. In addition to the occasional miscalculation, common errors were to ignore the instruction to express the answers firstly as a percentage and secondly as a decimal i.e..  $\frac{2}{5}$  and  $\frac{1}{4}$ .
- (b) (i) It was not necessary for candidates to recognise the two series for what they were, i.e. a power sequence and a Fibonacci sequence, and many candidates scored 4 marks. Most mechanical errors occurred in the Fibonacci sequence and it was a common mistake for candidates to only give the next number in the sequence rather than the next two.
- (ii) Finding the nth. term in a sequence proved to be a good differentiating question with candidates divided evenly into the following groups.
- those who had no idea and left the question alone
  - those who attempted it but either wrongly substituted or wrongly manipulated the numbers.
  - those who calculated the correct answer.
- (c) This question used 'Bodes Law' which states that  $d = (x + 4)/10$  where d is the mean distance from the Sun to a planet, measured in Astronomical Units (AU). It divided into three questions involving the manipulation of the equation. These questions differentiated well between those who could handle and manipulate numbers and those who could not. Part (i) proved to be the most accessible with part (iii) causing most problems.
- (i) Most candidates scored two marks by giving 0.7 or  $\frac{7}{10}$  as their answer.
- (ii) Many candidates scored the full two marks either by correct substitution and calculation or simply giving an answer of 48 without workings. The most common error in this part was to ignore the addition sign in  $(x+4)$  and multiply. Some candidates substituted correctly

but were then unable to rearrange the formula.

(iii) This part proved to be the most difficult with only about a third of the candidates achieving the 3 marks available. Correct answers followed the sequence  $d = (12+4)/10 = 1.6$  then  $1.6 \times 9.3 \times 10^7$  ( or 93 000 000) which provided an answer of  $1.488 \times 10^8$  or 148.8million or 148 800 000. Dependent upon where the candidate rounded up,  $1.49 \times 10^8$  or  $1.5 \times 10^8$  were also acceptable. Answers achieving less than 3 marks stopped at one of the first two stages or gave up.

(d) Although a standard problem in logical thought and planning there was quite a spread of marks for this question. In part (i) candidates fully understood what was required or they stated it was impossible. Parts (ii) and (iii) required an evaluation of the processes contained in the problem and this proved to be more difficult.

(i) Usually candidates had the necessary insight to achieve a succinct solution to the goose, corn and fox problem, however there were some ingenious offerings. Valid answers varied from the diagrammatic to bulleted lists to well written prose; in the main, 6 straightforward marks. A significant number of candidates ignored or forgot about the instructions in the question and had the man or goose swimming, the goose encaged whilst the corn and fox were transported across together or indeed the goose tethered on the opposite bank to enable the corn to remain uneaten.

(ii) Most achieved one mark by stating that the goose, fox and corn had to be kept separate. The majority of candidates seemingly did not understand that to be kept safe and dry or to get everything across the river or the boat only being big enough for the man and one item were also controls.

(iii) Although there were quite a range of interesting scenarios to how problems such as this might apply to real life situations, points were rarely developed and many candidates achieved 1 mark rather than the 2 available.

2

In relation to a proposal to introduce traffic calming measures into a residential area, candidates were required to design an experiment which would determine the average speed of vehicles along a stretch of road and assess how public opinion could be gauged. This proved to be a difficult question and for many it formed their worst performance on the paper. Many candidates got less than half marks and only the very good candidates or those who have recently conducted some similar form of experimentation achieved high marks. The question falls within the area of experimental design and it is something with which candidates need to have some familiarity; it is an expectation of Key Stage 4 Science, Geography and Social Science projects. Research projects frequently divide into:

- planning and formulating a hypothesis
- methods i.e. what they will use and how they will do it
- the analysis and presentation of results
- a conclusion i.e. to what extent do the results support the hypothesis.

(a) This question produced a wide range of marks. The 12 marks that were available divided equally into conducting the experiment, data recording/analysis and sampling. Stronger

candidates generally achieved good marks in all of these areas, whilst weaker answers rarely got further than the first two. There were some detailed explanations of how to set up markers with people stationed with stopwatches or speed guns etc. Generally too much effort was put into setting up the experiment and not enough into sampling and recording. Having said this, there were a few excellent, well balanced answers.

(b) This became the best answered part of Question 2. Most candidates realised that locally based questionnaires were required and there were some detailed descriptions of how these should be constructed, distributed and analysed. Most candidates described more than one method of assessing public opinion through reference to the value of public meetings, leaflets and referenda.

(c) There was a wide range of other factors that could be taken into consideration, the most popular choice being cost. This was often justified in terms of comparisons with various traffic calming measures or how capital to fund the scheme could be raised. Other common factors included: possible congestion, issues linked to road construction, types of vehicles using the road. Most candidates stated another factor but answers were rarely developed and it was more common to see marks of between 1 and 3 rather than 5.

3 Question 3 was the most popular in Section B and was answered by approximately 65% of the entry. Although very popular, not all candidates found it easy and answers covered the whole mark range. Whilst there were some excellent responses to both parts of the question many candidates should have paid closer attention to the requirement in (a) to refer to Figure 1 and to have recognised the breadth of (b).

(a) This 10 mark question involved an analysis of how changes to the birth and death rates affect natural population growth. Commonly known as the Demographic Transition Model, this pattern was depicted in Fig 1. Good answers, often obtaining the full 10 marks, made specific references to the stages contained in the model and accurately described how rates of change alter as nations pass through each stage. Weak answers were a result of either ignoring the table or not fully understanding the x and y axes in Fig 1. These weak answers talked in general about population growth or discussed at great length reasons for the changes. There were many incorrect references to the effects of increases in the birth and death rates within stages 2 and 3, which do not occur on the graph.

(b) This essay was concerned with methods that might be employed by rich and poor nations to manage population change in the 21<sup>st</sup> century. The question does therefore have four components i.e. rich and poor nations, and increasing and reducing population growth. There were many high quality answers, occupying bands 1 and 2 of the generic mark scheme, that achieved a good balance by reviewing each of these components through the use of relevant examples. However, far too many candidates sought to explain how contraception would limit population growth in rich and poor nations and went no further. A significant number of candidates interpreted the question as being solely concerned with curbing teenage pregnancies and completely ignored the breadth of the question.

4 Question 4 was tackled by approximately 15% of the entry and answers were generally of a good standard. This was possibly because the topic attracted a significant number of candidates who were either well versed in the science of genetic engineering and biotechnology or had been prepared for this type of question. Although meant as an prompt for the longer essay, part (a) was less well answered than part (b).

(a) The contrast between *genetic engineering* and *biotechnology* has been set before and on this occasion it was meant to serve the purpose of encouraging some in-depth responses to the



evaluative question in part (b). Although there were some excellent definitions of both terms, some candidates wrote answers that solely dwelt upon genetic engineering. These poorly balanced answers often contained full explanations of the deliberate alteration of DNA within a cell in order to modify an organism but lost sight of the broader applications of biotechnology. Biotechnology is a high tech industry that encompasses genetic engineering and uses the properties of living cells in a wide variety of specialised areas.

- (b) This question on the advantages and dangers of genetic engineering contained prompt material derived from a company advertisement. Many answers achieving between 16 and 25 marks did little more than elaborate upon the content of this prompt material. In confining discussion to how genetic engineering can assist with diseases such as cancer, Alzheimers and conditions such as obesity and aggression, these answers became ill-balanced with too great an emphasis upon the advantages of genetic engineering, with its dangers being almost ignored.

A significant number of high quality answers were well balanced in their consideration of advantages and dangers. These answers moved well beyond the question and contrasted recognised advantages such as genome mapping, cloning, improvements to agriculture and disease eradication with a variety of dangers including; ethical factors, questionable success, cloning and 'super-race' implications and hazardous knock-on effects. Many of these answers were a pleasure to read.

- 5 (a) This question attracted similar numbers to question 4. Responses to part (a) tended to be of a high quality with the essay question eliciting the full range of marks.

The structure of this question meant that those who attempted it had to comment upon given information, which resulted in very focussed answers. Although some answers were at variance with the traditional applications of the representations i.e 1:100,000 is normally used

- (b) as a mapping scale rather than with a scaled model car and x100 with magnification, the majority of answers named the application and then described how it was used.

This too was generally well answered as almost all candidates were able to refer to areas in mathematical skills which are used in everyday life. The best answers showed an appreciation of the breadth of mathematics and expanded upon a variety of mathematical areas. Some candidates resorted to writing a list of applications with very brief references to how the specific skills were used. The weakest answers, many of which were quite valid attempts, had little real idea about the scope of mathematic beyond basic arithmetic.

## Conclusion

The vast majority of candidates made very worthwhile attempts at this question paper. There were very few spoilt or abusive scripts and almost all used their time well. Significantly the number of rubric errors in Section B is now very small and confined to some very weak candidates. The paper seemed accessible to the vast majority of candidates but it is still worth stating that this is an Advanced Level examination which requires similar skills to those needed other subjects at this level. These skills include the analysis of information and the ability to write a coherent essay.

## **2963: The Scientific Domain (Coursework)**

### **General Comments**

There was an interesting mixture of the outstanding and the rushed, the lucid and the incoherent, the meticulous and the illiterate. Many submissions were regimented insofar as a number of Centres took just one topic, usually straight from one of the suggested topics, and controlled it very tightly. The result was at times a slightly drab uniformity which could repress, in some cases, the very skills examiners were hoping to reward. The topics are only intended as a guide, and Centres which utilised that, and helped to encourage candidates with an interest or attitude for a particular topic, tended to do very well. Initiative in all its forms is rewarded. Centres should note the essential advice given on Page 3 of the Assignment Paper. The best way to get high marks is by adopting a problem solving approach and really trying to answer the question that the candidates have set for themselves. A lot of (often excellent) descriptions had to be combed for analysis/argument. It was a real pity that huge effort did not always get the required reward because it was misdirected.

In terms of overall performance, it was felt to have been a better year than in previous years, but much depended on the ability of the Centre to engender commitment and enthusiasm. Where there had been some effort, the following failings in technique tended to limit the marks awarded:

- some candidates simply supplied work prepared for other subjects, without any suitable adaptation;
- others used a rather simple essay format which made it hard to score on sections 5 and 6;
- candidates enclosed huge amounts of supportive material and no bibliography (some were very heavy – weight alone does not score marks);
- teacher led team investigations- where there were obviously weak members of the team;
- small sample sizes and limited questionnaires and a distinct reluctance to critically evaluate the sources;
- heavy handed downloading from the Net, needing more sensible editing with the candidate more obviously in charge of the material. There were several personal conclusions, which were totally opposed to the downloaded content, which led inevitably to the suspicion that the download had not even been read;
- there was no conclusion at all.

Centres, which were successful tended to be those who gave their candidates a relatively free hand with topics, but then ensured that they adhered to the appropriate formats. In such cases the able did exceptionally well and even those of lesser ability and/or effort managed to get some credit.

## 2964: The Social Domain 1

### General Comments

Examiners agreed that the level of challenge presented by the paper was appropriate and that the candidates had responded to the questions with great energy. Only a tiny number of candidates did not take the examination seriously. It was felt that the paper presented a reasonable challenge to the candidates. It was, if anything, more accessible than the paper set in 2004. The response showed a nearly full range of marks with a number of candidates gaining raw marks over ninety per cent. Some candidates are to be commended for the quantity and quality of their written communication.

It was felt that some Centres needed to spend more time on enhancing examination technique. The tasks set in an examination paper are carefully planned to span the time available. Candidates then need to apportion their effort according to the marks available for each sub-section. In this paper it is suspected that candidates spend too much time on Section A and leave the mark rich Section B with too little time. As a result, some candidates wrote little more than half a page for Section B (b), the final 40 mark question. In one or two Centres the candidates had clearly been advised to begin with the 40 mark question. However, examiners did not detect any particular advantage gained through this strategy.

In terms of examination technique, it is particularly important to plan the answer to the 40 mark question. These have been structured to give the candidate guidance on what they are required to do. Candidates should note the various parts of a question and work their way through them as their extended writing develops. Candidates are recommended not to use a bullet point style. This tends to penalise answers because ideas tend to be underdeveloped.

The quality of written communication was varied. In some Centres, candidates displayed a fine vocabulary and command of structure. In others the candidates struggled with very simple sentences. Elementary errors of spelling and grammar included '*could of*' and the incorrect use of *their* and *there*. Some candidates made the reading of their scripts very difficult through the quality of their handwriting. Whilst examiners make every effort to read what is written, some candidates introduce an element of risk through their poor presentational skills.

### Comments on Individual Questions

#### Section A

1 The paper began with a short extra taken from McCarthy's Bar by the late Pete McCarthy. The extract describes the transformation of a small and out of the way Irish fishing village into a tourist centre. Candidates were invited to explain the meaning of a number of terms used in the extract. Each of the six words or phrases that had to be explained carried 3 marks. Centres should remind candidates that the award of three marks will mean an answer that covers all parts of a phrase or develops the meaning of a single word.

Centres are reminded that the explanation of a word does not usually come through its use in a sentence. Examiners do not normally credit the repetition of the word in the question.

The words and phrases were as follows:

(a) 'traditional houses'

This was generally well answered though many found it difficult to avoid the use of the word 'traditional'.

- (b) 'fanatics'  
The term was understood by most candidates. However a number did not gain the third mark because they just repeated the text rather than, for example, suggesting examples of their own.
- (c) 'gaggles of affluent'  
Better candidates made a link to the phrase 'gaggles of geese' as they described a group of people with higher than average or greater disposable income. Some candidates suggested that 'affluent' referred to facility in languages. Others confused it with effluent.
- (d) 'tentative'  
This was sometimes confused with attentive. Many deduced from the context that it meant disappointed.
- (e) 'highly visible tourist infrastructure'  
Many candidates did not appear familiar with the term infrastructure and suggested that lots of tourists were to be seen.
- (f) 'things used to be random'  
It is pleasing to note that many were able to define the term 'random' and developed their answers to include 'used to' by contrasting old and new.
- (g) 'cusp of change'  
It is pleasing to note that many candidates understood the idea of cusp. Frequently the term 'verge' was used to convey the meaning. Some candidates failed to score full marks because they used the word 'change' in their explanations.

- 2 This question was in three parts. For two of the parts (a) and (c) the candidates were challenged to use a diagram that described the stages a tourist resort might pass through. The diagram began with early stages such as exploration and involvement and concluded with various strategies to halt the decline of a centre. Candidates appeared to engage well with the concepts involved and to use the diagram well.

There was some suggestion that a number of candidates did not understand the word stagnation.

- (a) In this question most candidates were able to identify that the village was at the development stage and to use evidence from the resource to support their decision. Some candidates did make a sound case for the 'rejuvenation' stage.
- (b) In this section, candidates were asked to give three advantages and three disadvantages of the changes being described for the people living in the town. Many were able to do this in a well-ordered manner. Some had clearly not thought through the implications of their suggested advantages. For example, increased house prices were given as advantages despite the obvious drawbacks for young people looking to buy their first house in the village.

A number of candidates included perceptive comments on the cultural enrichment likely as a result of an increased number of tourists.

A frequent mistake was to ignore the requirement in the question that the advantages and disadvantages were for the people living in the village.

Centres are recommended to advise candidates that in questions with a clear structure they should try to follow it. In this case, they had to give three

advantages and then three disadvantages. Some candidates mixed the two lists and lost their way. Consequently there were times when examiners were uncertain whether a point was intended as an advantages or disadvantage.

- (c) In this question candidates had the opportunity to select a place from their own experience and to suggest, with two reasons, the stage in the model that they felt it had reached. Most candidates selected a local settlement and matched it correctly to the model. Better candidates showed a good knowledge of changes in their local area.

In one northern area a number of very good answers described the rejuvenation taking place following the outbreak of foot and mouth disease. In the East Midlands, candidates in a number of Centres mentioned rejuvenation in connection with local central area renewal. One island community described the effects of a new bridge on the tourist industry.

## Section B

3. This was the least popular of the Section B questions. This was a pity given that the paper was taken in an election year
- (a) In this section, the candidates were asked to suggest reasons for a prime minister calling an early general election. Candidates were usually able to suggest sound reasons such as popularity, opinion polls and fears of worse times ahead. Some mentioned the weakness of the opposition as a reason. However the range of suggestions was not strong and many potential answers were not used. Too many candidates suggested that the ill health of the prime minister would be a sufficient reason.
- (b) In this section, the candidates were asked to suggest five criteria that might be used to select a new Secretary of State for Education and Skills. In general they were able to give five criteria. These included personal characteristics as well as those particular to this post. Candidates did not have trouble with the word *criteria*.

In relation to criteria related to the post, candidates identified two groups. The first of these related to the post being in education and therefore the need for knowledge or interest in this area. The second group were more general political criteria. In this second group, candidates showed themselves well aware of the demands of a prime minister in terms of cabinet government and the delivery of government policy.

4. This question was more popular than Q3 but less so than Q5.
- (a) In this section the candidates had to find arguments for an equal division of parental wealth to children upon death and also for primogeniture. Rather weak reasons were given for equal division. Many candidates suggested the eldest son was not only the oldest but also the wisest of the children. Answers were perhaps a little disappointing.

It may be that, with growing debt, many candidates had not thought of receiving any family inheritance

- (b) In this question candidates had to cite reasons in favour of higher and lower taxes as a way to a fairer society. Only the very best candidates discussed the definition of *fairer*.

Some candidates wasted time in describing the disadvantages of either system. The scope of the question had been reduced to arguments in favour to allow candidates time to develop points in depth.

It is interesting to note that candidates had a much clearer idea of the ways in which higher taxes could lead to a fairer society. Few were able to articulate a strong case for lower taxes also taking society in the required direction.

Candidates who were able to link either strategy to particular political parties were able to gain additional credit.

5 This was the most popular of the Section B questions.

- (a) In this section, candidates had to give reasons for work experience helping and hindering choice of career. Most were able to suggest reasons for work experience being a help in the task. However, it proved more difficult for many to think of ways in which the experience might hinder career choices.

Examiners noted that the greater majority of candidates had undertaken some work experience.

- (b) This question had four parts to it. From the perspectives of employers and employees, candidates were expected to discuss the advantages and disadvantages of working from home.

The weakest part of the responses was the attention to the view of employers.

Candidates were able to give a wide range of reasons for and against from the point of view of the employee. In many of these, experiences in the candidate's own home provided valuable evidence.

Candidates had a number of misconceptions such as company cars being provided for people to get to work and companies paying travelling expenses to workplace.

Working from home may well become a much more important aspect of employment as communication technologies develop and the costs of travel increase. The effects upon areas where a large number of people do work from home are well worth studying in the coming years.

## **2965: The Scientific and Cultural Domain**

### **General Comments**

The examination produced a wide spread of marks and clearly identified those who had a sound general knowledge, a broad understanding and well developed analytical skills. As usual, many candidates drew on their personal experiences to good effect. The examination was an appropriate test for A2 candidates and most had been well prepared. Of those who were not, some informed the examiner that they had not received any tuition and others said they had missed the relevant lecture on the topic. Nevertheless, the majority selected their questions with care, had time to produce detailed plans and wrote two acceptable essays. Such candidates approached the paper with enthusiasm and produced interesting and satisfying responses. Well prepared candidates were ready for varying emphasis in the two parts of the paper.

All the questions addressed aspects of the specification requirements with topics that, for most, proved interesting and sufficiently demanding to differentiate. In Section A, questions one and two were equally popular, with many candidates displaying a sound knowledge of health and GM issues. Question three was less popular with perhaps less than ten per cent of the candidates answering it. In many cases it appeared to attract the weaker candidate. In Section B, question four was probably the most popular with questions five and six gaining equal attention.

There were many examples of excellent essays displaying concise and clear arguments; only a few resorted to bullet points. Many candidates included an elaborate plan at the start of their essays. The general structuring of essays was good with a recognisable introduction, the development of points and a conclusion. Additional examples to support the main points would, however, be a useful improvement for many essays. Unfortunately, the standard of communication with regard to grammar, punctuation and spelling shows little evidence of improvement and continues to lag well behind the general standards displayed in knowledge and understanding.

The time available to complete answers does not appear to have been a problem. Indeed the length of some of the responses was remarkable given the time available to candidates. Some middle grade candidates did show a remarkable difference in their achievements between the two halves of the paper. They frequently had one very strong and one weaker answer. This suggests that Centres and candidates should concentrate more attention on known areas of weakness when preparing for the examination.

Very few rubric errors were reported with only the usual very small number who attempted all six questions. It is also very pleasing to report that only a very small number of candidates failed to take the paper seriously.

For the future, it would be helpful if candidates ruled off their first answer and left a small number of lines for examiners' comments. Could Centres please inform candidates of this request?

## **Comments on individual questions**

### **Section A**

- 1 This was a very popular choice and was generally answered well, with evidence of fairly extensive knowledge about major health debates across the generations. The quality of the answers frequently depended on the candidate recognising the four parts to the question and structuring their answers accordingly. The majority selected a favoured generation in their introduction and immediately justified it before rejecting the other three. This was the more successful approach. Those who debated the issues addressing each of the three 'factors' across the generations before reaching a decision in their conclusion, often produced inconclusive arguments and confused references to individual generations.

The candidates' 'own generation' was probably the most popular and they were able to discuss advantages and clearly suggest reservations particularly with regard to obesity and binge drinking. Discussion regarding the future seemed to polarise between those who saw no problems in the progressive improvement of medical discoveries and those full of pessimism regarding climate change, super-bugs and worsening terrorist conflicts. Many found the overlap of their lifetimes with their parents and even their grandparents a little confusing

Knowledge of previous generations was often hazy with some describing their grandparent's medical conditions in Victorian terms. A few mentioned that the Plague and Black Death blighted their grandparents' lives whilst others gave the lifetimes of their grandparents as beginning around 1800. Many found the rejection of their parents' generation the most difficult, possibly because of the overlap with their own. Interestingly some did select their parents' generation which they saw as a golden age of freedom, playing outdoors, no cars, and healthy diet. They appeared to have a rather biased view of the 'swinging sixties'. Some of the most pertinent responses made sensitive reference to generations of their own family in developing their answers and referred to intra-family conversations and stories in some detail.

Weaker essays tended to conflate two generations, usually parents and grandparents or they presumed that things will only get better and therefore selected their children's generation. A surprising number pointed out that they did not have children at the moment and the dates they suggested for this future group suggested parenthood would arrive when they were around forty.

'Quality of life' frequently described socio-economic conditions without making the links to health or disease control.

A large number of candidates were clearly shocked by the recent news reports that their generation may well be the first to die at a younger age than their parents.

- 2 This was also a popular choice, encouraging some very good, balanced responses. Better answers were able to discuss the scientific contribution with reference to GM and agri-chemicals and widen the debate to animal husbandry. Mention was also frequently made of DDT and eutrophication. Only the very best recognised the broader aspects of soil science, machinery, refrigeration and storage.



Many considered the global impacts of scientific advances, particularly on less economically developed countries. The organic debate was often less well understood and therefore frequently poorly expressed. A number of candidates appeared to think that organic farming was a recent innovation. Generally it focused on environmental issues and vague unsubstantiated comments of 'better taste'. Some however successfully debated issues such as media influence, changing lifestyles, greater disposable income and middle-class fashions.

This question attracted students with strong views to air but who still achieved a balanced response. Other candidates who selected this question clearly wondered what the fuss was all about. In this respect, there was a general feeling against organic produce which was seen by some as just another way for supermarkets to raise prices.

- 3 The least popular question on the paper. It was usually chosen by weaker candidates. They tend to work through the headings given in the question whilst adding little by way of substance. Very few answers had much idea of solutions even if they had identified a problem area.

The area chosen was often crucial to the candidate's understanding of the question. Many chose too large an area and either ignored or found difficulties in identifying specific problems. It also made the whole concept of 'small is beautiful' difficult to manage since the scale of unemployment, for example, was too great. It seems rare for candidates to have identified possible solutions and develop them in a consistent manner under the five headings. Those who used the five headings to structure the essay were the most successful. Some answers, evidently from Economics students, simply presented the theory and had no advice to offer or suggestions for actual projects.

## **Section B**

- 4 In some Centres this was a very popular question choice. The question was in two parts. In the first part the candidates were required to establish the extent to which religious belief encourages equality in everyday life. In the second part the candidates needed to identify conflicts that arise for people following such a belief.

For the first part of the question candidates were expected to identify a religion or religions and show how its beliefs encouraged equality. Far too many candidates did not have any firm knowledge of the beliefs of any particular religions. They tended to turn to rather vague generalisations.

Candidates were better at linking their vague knowledge of religious beliefs to issues of equality. Better candidates also went on to argue that some religions apparently supported inequality. This was mentioned particularly with reference to the lives and rights of women, religious hierarchies, homosexuality and dress codes.

The second part of the question invited candidates to consider how religious beliefs led to conflict in everyday life. Examiners expected candidates to work at the individual level with such issues as the competitive world, materialism, peer pressure, social pressures and political correctness. Instead the candidates tended to write about larger scale conflicts such as the Crusades and Second World War. The situation in Northern Ireland and events surrounding 9/11 were also mentioned. Both approaches were accepted but candidates may have found it more rewarding to examine the dilemmas in their lives from following a particular set of religious beliefs that sought for equality. Some did mention, to good effect, disability, bullying in school and the workplace, ethnicity and personal friendships.

A number of candidates did consider the issues arising from equality and the punishment of criminals as well as the problems linked to abortion and euthanasia.

Examiners noted some evidence of misunderstanding as regards Muslim beliefs and of mistrust between religions.

- 5 In this question the candidates were invited to establish five criteria that a panel of judges might use to identify the most successful artist in one of seven categories. They were also asked to identify two criteria that might be suggested by the judges but rejected by the independent chair person.

Although offering potentially rewarding opportunities for students taking English, media studies and art, amongst many others, this was a less popular question than expected.

The question had a clear structure with one category of artist to be chosen, five criteria to be justified and then two suggestions that might be rejected. Each of the categories of artist was taken from the specification with each one limited to a particular group. For example only news photographers were to be considered. This qualification limited the field of the profession and was intended to help candidates produce their answers in the time available.

Those choosing clothes designers and painters produced the better answers but good responses were seen in all categories. Some interesting answers on the 'renovation of old buildings' obviously gained ideas from recent TV coverage. Differentiation came in the justifications, where only a minority used exemplars to develop their argument.

Weaker answers demonstrated considerable overlap between criteria and a lack of understanding as to why some criteria were not objective and independent. Very few answers demonstrated technical knowledge in the chosen category such as specific buildings, fashion designers, named photographers or events and particular biographers.

- 6 A popular choice and often well answered but it produced a wide range of marks providing considerable differentiation. Better candidates showed an understanding of the variety of natural and artificial materials, their origin, their designer specifications and practical applications. Such candidates were also able to develop their answers using personal preferences and experiences, producing answers that were generally balanced, discursive and articulate.

*Report on the Units taken in June 2005*

Weaker candidates simply listed the different uses of natural and artificial materials, often following the suggestions in the question, but rarely providing explanation or examples.

It is pleasing to note that there was an awareness of the links between products and the environment. Recycling, rainforest depletion and non-renewable resources were well understood.

The very best answers to this question were very rewarding to read. These candidates sought to find reasons beyond their use. Some almost reached the nature and nurture components of all peoples' lives.

## 2966: The Social Domain (Written Paper)

### General Comments

The paper differentiated well all levels of ability; the entire mark range of 0-100 was employed. All examiners considered that the paper offered a fair test of the candidates.

The vast majority of candidates took the paper seriously and made an honest attempt to answer to the best of their ability and it is particularly pleasing to note that there were very few inappropriate responses or rubric infringements.

The standard of written communication was, however, sometimes disappointing and candidates (even the more able) were guilty of elementary errors, which included poor spelling, flawed at the most basic of levels; chaotic use of the apostrophe; confusion of 'there' 'their' and 'they're'; ignorance of the correct use of capital letters and ignorance of the basic rules of punctuation.

Handwriting was often untidy and sometimes illegible.

Many answers gave evidence of excellent preparation, intelligence, knowledge, thought and commitment. It was extremely gratifying to see candidates grappling passionately yet rigorously with matters of social concern. A good number of essays gave enormous pleasure and satisfaction to the examiners reading them. Less successful responses tended to be generalised and simplistic and there was some surprising evidence of ignorance.

The balance of response between Sections A and B was better than has been the case in past examinations; the comparative brevity of the Source probably gave candidates more time overall. Most candidates seem to have had sufficient time and many were able to write at some length in the time available.

A final hackneyed but nonetheless relevant comment is that candidates did best when they answered the question set rather than a question of their own devising (see comments on individual questions).

### Comments on individual questions

#### Section A

This was, in general, answered satisfactorily or better but there were comparatively few outstanding responses. This was, perhaps, because many candidates felt that an extended paraphrase of the Source was the most effective way of answering the question. Such responses tended to lack originality or fresh material. Others thought that it was appropriate to launch into an analysis of the socio/economic causes of crime in general, which led to inadequate generalisation and little consideration of *patterns* of crime. That said, a number of candidates showed a very impressive knowledge of modern technology and the implication for crime trends it has brought and might bring. As ever, material was most valid and interesting when it involved a candidate's own experiences: there was some lively material connected with the downloading of music and video for example. Apart from this aspect however, this was not a topic that most candidates seemed to know much about.

## **Section B**

### **Question 2**

This was the least popular question in this section and was generally the least satisfactorily answered. Focus on the quotation was very imprecise and there was little consideration of how politics might be like 'a game' or why politicians might need to be 'smart' and 'dumb' at one and the same time.

### **Question 3**

This was second in popularity in this section and, while there were some excellent responses, showing good knowledge and considerable passion and sensitivity. There was often insufficient focus on the precise question and the three key words 'inevitable', 'indefensible' and 'background'. At least one of these elements was often missing and marks suffered as a result; a surprising number of candidates thought 'indefensible' meant 'unchangeable'. There was considerable generalisation concerning the importance of 'background' but surprisingly little material that spoke of vivid personal experience, which was regrettable. Essays were weaker because of this.

### **Question 4**

This was by far the most popular question and responses were generally at least adequate. Most responses were passionate or even outraged at the suggestion that abortion should be anything other than the concern of the individual. Unfortunately, less accomplished essays boiled down to a simplistic 'it's my/her body and I/she can do what I/she likes with it and its contents'. Of course, other essays were far more subtle and acknowledged the role of legislation. A surprising minority seemed to believe that there were no laws regarding abortion. Some candidates wrote very movingly of personal experience including their own decision to have an abortion. In at least one case, such an account managed to be eloquently personal and coolly and intellectually objective at one and the same time: an astonishing achievement.

## 2967: The Social Domain 2 ( Coursework)

### General Comments

The overall impression was of real interest on the candidates' part and of a quality end product. Almost invariably the topics chosen were appropriate, although it was a pity that so many remained within the suggestions in the assignment brief. A few candidates came up with their own ideas, such as immigration, asylum seekers and foxhunting, to name a few, and they invariably brought a freshness and originality to their work which naturally was well rewarded

If candidates stayed fairly closely to the specifications responses, which are listed on Page 3 of the Assignment Theme, then higher-level marks followed. It was a real pity that some obviously very able candidates left out a key section which had a high mark allocation, such as the 'relevant conclusions and the reliability of results'. This, of course, limited their overall mark.

There was too much in the way of rather crude Internet downloading. It is never easy to mark something, which starts with what is clearly the candidates' own work, and is then followed by a section in a totally different style and level of language, often using terminology which the candidate very clearly did not understand.

Centres can do more to help candidates. Some gave their candidates the cover sheet for 2963 and not 2967, which of course has a different mark allocation. It would help if candidates submitted their coursework in the way 2967/IT, Page 3, requires. Sometimes there was some very difficult unravelling to do which made it very difficult to get a clear overview of the candidates' work.

Any candidate who clearly showed some initiative, had an analytical/evaluative focus and thought independently, was rewarded highly- even if they had not stuck totally to the letter of the law, and that is worth stressing to the candidates.

### Comments on candidates' use of recommended guidance

- (a) Most candidates were able to discuss the chosen issue at both national and local level, although the former could be at times very brief indeed. The effect at local level was usually very well done.
- (b) There could be very different views on what could be an 'appropriate' sample and what actually constituted 'two or more different groups' of people. Marking tended to be fairly flexible. Usually the research was pretty comprehensive, but unless they had done certain other A Levels, there was a tendency to ignore the part of the response specification which asked for a 'critical analysis of the methods used and the recognition of facts and opinion'. Any sign that this had happened was well rewarded. It might be a very good idea to stress to candidates that once they have written the Coursework, they just run through those response specifications to ensure that all are covered. In several cases work might have qualified for full marks, but key elements of the required responses were simply not there.
- (c) The part that most missed was the 'ideologies'. Students were comfortable with the policies of parties, but less so with ideologies. One or two who, judging by the use of language, were doing Politics A Level, did very well by suggesting that given the differing views of the role of government held by the three major parties, there were similar differences at local level. Candidates from one Centre produced very interesting work on how their local MP differed strongly in both ideology and policy from the official party line.

- (d) Sometimes solutions were well done, but the tendency was to describe the official initiatives and then ignore the required evaluation. Giving a personal solution with clear reasons was the most likely avenue to success.

**Comments on candidates' treatment of the Specification of Responses (P3)**

- Occasionally there was no title, and examiners had to try and work out what it was.
- Evidence review could be missed out. It is worth focussing on this as, if it was well done, then a highly rewarded analytical/evaluative approach invariably followed.
- A plan was usually there.
- In the section requiring the coherent use of the appropriate terms, some got out of their depth. Some who relied on Internet downloads used material and words they clearly did not understand at all.
- The tabulation of data. There was some superb material here; candidates' IT skills are clearly developing rapidly. Some did get a bit carried away with wonderful coloured bar charts etc, without actually making it clear what their purpose was. Such diagrams etc. should only be used if their relevance is obvious and they support ideas and conclusions
- The analysis of issues raised. This was the key to very high marks. Sometimes done in a rush, but there were some very good ideas there and signs of real thought.
- Clarification of the dilemmas raised. This could be little haphazard, or candidates just raised issues and did not clarify them.
- Critical analysis of methods used and facts/opinions. The key again to very high marks, too often neglected or the first part only done.
- Conclusions and reliability of results. Again both were needed for success, but the latter was often neglected or dealt with in a single sentence.
- Sources. At times these seemed to bear little relationship to what was actually written. Often huge amounts were added as appendices, much of it unsorted and apparently irrelevant. Candidates should either incorporate into the work or not send it
- Questionnaires. Some were excellent, but some worthy and willing candidates really did not know how to word them, or extrapolate conclusions.

## 2968: Making Connections (Written Examination)

### General Comments

This summer's examination presented two contrasting topics both of which fell within the life experience of virtually all candidates. The accessibility of the sources on the motor car and music opened the doors for candidates to write interesting, engaging, and wide ranging essays. This summer, there was more evidence of ideas being developed and analysed from a personal point of view, using the sources to challenge and support arguments. In this respect, the overall quality of performance has improved and examiners have seen more evidence of essays that were fluent, articulate and able to *make connections* between the three domains – cultural, social, and scientific.

The best essays characteristically began with a clear introduction which, rather than simply restate the question, offered an interpretation of its content and a clear indication of the direction the essay was to take. The most imposing structures were laid out with careful attention to each domain in a considered and analytical way. In the concluding paragraph, it is useful to provide an overview of ideas but not to the extent of repeating the highlights. The examiner needs the writer's *own views* or perhaps a *prediction* of what the future may hold – pessimistically or optimistically. In this way, a candidate can easily access some assessment objective four (AO4) marks and consequently one of the higher mark bands.

Many examiners commented on the clarity of essays both in the candidates' use of language and in their ability to communicate using appropriate phrases and terminology (Assessment Objective 2 – AO2). At this level, it is not appropriate to simply ask a series of rhetorical questions and offer no opinion or conclusion. An essay should be a dialogue between the reader and writer where each party remains equal but nonetheless challenges and questions the other throughout the process. Poor essays were characterised by scenarios where the dialogue breaks down – the reader cannot understand what the writer is trying to say or the writer fails to encapsulate the key ingredients of the argument.

Time management was good and there was ample evidence of high quality answers being created in the forty-five minutes time allocation suggested for each question. Examples of spoiled and facetious papers and becoming fewer and fewer; this is a measure of the hard work of Centres in ensuring candidates understand the value of General Studies as preparation for further study.



## Comments on Individual Questions

- 1 The question offered candidates three *sources* of information in connection with the motor car covering three *main themes*: innovation, safety, and style. There were three types of *presentation* in the forms of prose, star-rating data, and a colour advertisement image. There were two parts to the question, the first being divided into three sections relating to the three domains. The second involved more speculation in the consideration of priorities and could refer to any domain. The important key themes which candidates needed to include in their answer in order to score well were: environmentally friendly cars; the issue of cars being cheap to run, fuel efficient and not producing greenhouse gases; cars protecting their occupants but not pedestrians and cars being sold for their looks rather than their safety and reliability.

The best answers used the sources skilfully and often showed very detailed additional knowledge of the motor car's development through the 20<sup>th</sup> and into the 21<sup>st</sup> century. There was clear evidence that candidates were interested in this topic and that the car is an important and prominent feature of modern youth culture. Indeed, the notion of cars being a 'must have' item enabled candidates to describe, in some detail, the social pressure upon the average seventeen year old to pass their driving test and own a car. The source material proved useful in prompting discussion of the key areas affecting the car – style, environment and safety. Many candidates saw these as the main priorities for manufacturers and designers and identified a variety of ways in which workable solutions could be found. In terms of the domains, science featured heavily, followed by social issues; cultural views were more elusive and therefore essays which could connect the car with national pride (citing the demise of Rover and the effects this will have on communities) or the differing attitudes towards, and availability of, cars in Third World countries were rare. A more common inclusion was the relationship between cars and fashion, outlining the link between a particular car and its acceptance in a particular social/cultural group.

The main problems that were encountered were that some candidates relied too heavily upon the sources, at worst resorting to a mere summary. The sources act as a stimulus and catalyst; simple comprehension is not appropriate. Additionally, there was some imbalance in the responses to the parts of the question. For some candidates the word 'assess' implies a lengthy answer and the word 'outline' implies brevity. Consequently reference to priorities was sometimes included as a postscript in the last paragraph.

- 2 The essay concerned when, where, and how we listen to music and required the candidates to uncover tastes and preferences by reference to the domains. It was in two parts. The initial brief outline is the opportunity to gain valuable Assessment Objective 1 (AO1) marks leaving the remainder for more detailed analysis as well as the introduction of examples to move towards a conclusion concerning individual tastes and preference in music. The Cultural Domain brought links to fashion, 'coolness' and sub-cultures whilst in the Social Domain there were links to minority groups, the family, peer pressure, and the pleasures of being a sixth former! Science proved more elusive with the use of downloads from the internet being the most common response though there were some very well informed answers on the impact of technology in music.

Like the car in question 1, candidates felt able and equipped to engage with the subject matter although a surprisingly large number failed to outline their own musical tastes and preferences which may well have covered elements of the domains implicitly as well as unlocking AO4 marks. There were many alternative scenarios that candidates could adopt. For example, the tastes and influences that we encounter as we journey through our lives – these were informed and lively essays that gained many marks for their analysis, examples, and personal knowledge. Some candidates focused entirely on background music and analysed where it was heard and its effects on humans. Whilst a valid response, answers relied too heavily on the source and consisted of a list of the music that is played in various places and outlets.

The best answers were perceptive, analytical and interesting, showing a detailed knowledge of the modern music scene. The main problems encountered were the omission of 'how' we hear music and the ignoring of the instruction 'using examples' thereby producing an essay that was largely hypothetical in its content.

Overall, examiners noted that candidates planned their work carefully, understood the importance of referring to the three Domains, and probed and challenged the sources with enthusiasm and persistence.

**Advanced Subsidiary GCE General Studies 3831  
June 2005 Assessment Session**

**Unit Threshold Marks**

<i>Unit</i>		<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	73	66	59	53	47	0
	UMS	90	72	63	54	45	36	0
<b>2962</b>	Raw	100	66	59	52	45	38	0
	UMS	90	72	63	54	45	36	0
<b>2963</b>	Raw	90	69	61	54	47	40	0
	UMS	90	72	63	54	45	36	0
<b>2964</b>	Raw	100	70	63	56	49	42	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

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>	8.8	23.4	44.5	66.4	83.8	100	26006

**Advanced GCE General Studies 7831  
June 2005 Assessment Session**

**Unit Threshold Marks**

<i>Unit</i>		<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	73	66	59	53	47	0
	UMS	90	72	63	54	45	36	0
<b>2962</b>	Raw	100	66	59	52	45	38	0
	UMS	90	72	63	54	45	36	0
<b>2963</b>	Raw	90	69	61	54	47	40	0
	UMS	90	72	63	54	45	36	0
<b>2964</b>	Raw	100	70	63	56	49	42	0
	UMS	120	96	84	72	60	48	0
<b>2965</b>	Raw	100	72	65	58	51	44	0
	UMS	90	72	63	54	45	36	0
<b>2966</b>	Raw	100	75	68	61	54	47	0
	UMS	90	72	63	54	45	36	0
<b>2967</b>	Raw	90	69	61	53	46	39	0
	UMS	90	72	63	54	45	36	0
<b>2968</b>	Raw	100	72	66	60	54	49	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>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>7831</b>	8.6	25.9	51.3	77.1	94.1	100	14918

*Report on the Units taken in June 2005*





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