

General Studies

Advanced GCE **A2 7831**

Advanced Subsidiary GCE **AS 3831**

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

January 2006

3831/7831/MS/R/06J

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Advanced Subsidiary GCE General Studies (3831)

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Mark Scheme 2961
January 2006

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

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

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

Section A

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

Indicative Content

- 1 a) Suggest two reasons why it is difficult to define 'old age'. [4]

There may be several different interpretations such as

- chronological age (e.g., over 60)
- a senior member of the family (grandparent, possibly parent)
- a person who suffers from more illnesses and ailments due to the wearing out of their body through age
- someone who has retired.

Two simple reasons = **2** marks

Two developed reasons = **4** marks

Use **R** for reason, **D** for development.

- b) Using source 1, identify the four Myths that you consider to be the most likely to be true and for each one give a different reason for your choice. [8]

- c) Using Source 1, choose the four Responses that you consider to be the most valid and for each one give a different reason for your choice. [8]

Candidates may choose any four myths and four responses; there are no preferred answers. In giving reasons for their choices, candidates must show evidence of the following:

- a credible argument
- personal experience through family or friends
- a personal preference for the choice
- intolerance or prejudice.

If candidates simply chose four Myths = **0** marks

Simple reason = **1** mark

Developed reason = **2** marks

If reasons are repeated only award marks for the first appearance.

Use **R** for reason, **D** for development.

d) **Briefly explain each of the following three statements concerning the elderly.**
[9]

(i) **'Ageism is the exclusion of older people, unconsciously or deliberately, from certain areas of life'.**

There is a problem with prejudice against older people and a tendency for them to be left out (1). This is done without thinking or deliberately in certain activities (1). Some cultures place great emphasis on the wisdom of the old (1). The candidate may give an example, likely related to age limits.

(ii) **'Traditional relationships between the generations are changing fast.'**

The family unit and the respect and/or division between the different age groups are altering (1) as the elderly and the young share more common interests and activities (1). There are more incidences of cross-cultural influences (1) and geographical separation between family members (1). Allow technological change (1).

(iii) **'Fifty year olds are living and behaving like thirty and forty year olds.'**

There is less division between the ages (1) as there is less exclusivity in some activities which may have been solely for one age group. People share their lifestyles much more nowadays (1). There has been a general improvement in health (1) and greater affluence (1).

Candidates are allowed to introduce other reasonable and plausible explanations.

2 Explain your own interpretation of the illustration in Source 2. [6]

Ideas introduced may include the following:

- age creeps up on you without you knowing/feeling it
- it is like a lion which can be tamed if the right steps are taken
- old age begins over 50
- the fight against old age by trying to remain youthful (through fitness regimes or leisure)
- it appears (in the illustration, dark and looming) and therefore may be seen as something to fear
- mental and physical alertness.

Award marks as follows:

- 5-6** marks for a thorough interpretation, clearly expressed with some supporting analysis
- 3-4** marks for two good points of interpretation with some supporting statements
- 1-2** marks for a basic description of the illustration with little reference to the underlying ideas.

- 3 Write a short letter [about 150 words] to a local newspaper explaining how the age gap between the young and elderly might be bridged. Focus on one scheme or initiative which you would like to set up in the local community. [15]**

The article should be written in prose and include reference to some of the following elements:

- the age gap between the young and the elderly
- a plausible scheme or initiative which promotes involvement between the age groups such as: sporting or creative activity, religious discussion, political forum, community issues
- what the scheme aims to do
- what resources it might need
- what the possible outcomes of the initiative might be
- a venue or location and a suggested time scale.

Award marks as follows:

- 12-15** an articulate, succinct article which includes some of the elements and supports the ideas with some reasons
- 8-11** an informed article which outlines a scheme but concentrates on description rather than reasons
- 4-7** an article that names the scheme and offers simple statements for its inauguration
- 1-3** little understanding of the nature of the question.

Candidates who exceed the suggested 150 word limit should not be penalised.

Section B

Assessment Objectives Balance				
Sub Section	AO1	AO2	AO3	AO4
	4	2	4	

- 4a) Briefly outline what you understand by the word indoctrination, giving two examples in support of your ideas. [10]

Indicative Content

Candidates would be expected to attempt a definition of the word and then offer two supporting examples which would solidify their point, thereby accessing marks for AO3. A definition might involve reference to:

- teaching
- instruction of ideas
- instilling of beliefs
- acquiring an ideology.

Examples might come from:

- the family
- school
- religion(s)
- politics.

Examples may also include:

- Germany under Hitler
- China under Mao
- suicide bombing
- minority religious cults.

Up to **four** marks for the definition and **two** marks for each of the supporting examples. **Two** marks are available for the quality of language and a well-constructed response.

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

- 4b) Many religious people believe that their ‘god loves them.’ Give two arguments that could be used to support this belief and two arguments that could be used to oppose it. Support your answer with examples. [40]

Indicative Content

The idea that ‘god loves you’ has its origin in scripture; in contemporary society an interpretation of the phrase might include:

- a caring nature, always there for you
- tolerant of everything and anyone, irrespective of their origin and background
- all seeing and all knowing, therefore his love is everywhere around us
- a guiding hand to lead and protect us unselfishly.

Positive attitudes to this statement might include:

- following his lead and line one lives a cleaner, more enriched life, free from sin
- that respect and understanding for his love enables us to have a closer and more fulfilling relationship with our partner, family, and friends
- that his love has resulted in many ‘good’ things happening in the world
- that he is responsible for individual success and repays our love by guiding us to success and fulfilment.

Examples might be taken from individual experiences as well as the devotion to religion by public figures such as royalty, politicians, sportspeople, and heroes.

Negative attitudes to this statement might include:

- that a loving god would prevent disasters, rid the world of hate, horror and destruction
- the lack of protection shown towards the vulnerable and weak who then go on to suffer (and die)
- that a loving god would be more in evidence in our world which is filled with terror and evil.

Examples might be taken from acts of terror, war, famine, natural disasters, and include personalities who are infamous or weak [from the lower echelons of society] who need guidance and help.

Band 1 answers will include a definition of the phrase and the placing of it in either a religious or contemporary society context. Using two selected, positive attitudes with examples as a vehicle for analysis and discussion, evidence will be presented succinctly and with clarity in reasoning. Essays will be well-structured with clear exposition and concluding paragraph, written in a confident, fluent and accurate style.

Band 3 answers will be somewhat unbalanced in facts and the supporting analysis and examples would be sketchy and limited, perhaps steering in the direction of negative views. The essay structure would be satisfactory, adequately paragraphed, but lacking a sense of direction and clear conclusion. Examples will be few and underdeveloped. The style of communication will be competent with some errors but not enough to blur the overall content.

Band 4 answers will be mostly descriptive with little evidence of an essay structure or a serious attempt to tackle the key issues raised by the question. Responses will be short and lacking in any exposition, development or conclusion. There will be a lack of appropriate examples. The style of communication will be poor with many errors which may blur the overall content.

Assessment Objectives Balance				
Sub Section	AO1	AO2	AO3	AO4
	4	2	4	

- 5a) Teenagers are often drawn to form small groups which sometimes exclude other people. Suggest and explain two reasons why this should happen. [10]

Indicative Content

Candidates may clarify what they understand by a small group such as:

- small exclusive group of people/friends
- people who share the same interests [music/fashion/sports team] and manners/humour
- a group of people who live in the same district/area/part of the world/country
- something divisive/undesirable/elitist/sinister/anti-social.

Reasons why this may happen may include:

- peer pressure to conform to a regime
- a wish to remain popular and part of the 'gang' and be accepted
- a need to stay close to a person or persons who share a common interest or with whom there are strong ties
- teenagers sticking together for security and a sense of identity and importance
- safety in numbers is desirable and attractive as the process of character development is on-going and teenagers' self-confidence and individuality takes time to emerge.

Award up to four marks for the explanation of each of the two reasons. This would include clarification of what they understand as a small group. Two marks are available for a well-constructed response.

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

- 5b) Identify two ways in which cultural differences promote the intolerance of others. Discuss the main sources of the problem and suggest possible solutions. [40]

Indicative Content

Without a clear view of what is meant by intolerance, this question would be weakly answered. Therefore the essence of the question is with regard to:

- not putting up with beliefs that are different to one's own
- unfriendliness towards someone of a different racial or religious group
- an unwillingness to put up with something.

Cultural differences might involve:

- ethnic origin
- fashion
- eating and drinking
- worship
- living environment and conditions
- political views
- gender and/or sexual orientation.

Sources of the problem might be inherent and traditional, regional, national or global. This may involve the examination of traditional values and teachings as well as government decisions. In other words, the conflict may have been there for many years or may be recent, man-made event.

Solutions may involve reference to:

- understanding the misunderstood
- compromise and appeasement
- segregation
- the promotion of multiculturalism in all sections of society.

Band 1 answers will clearly understand what is meant by cultural difference in contemporary society. Using two selected ways, with examples as a vehicle for analysis and discussion, evidence will be presented succinctly and with clarity in reasoning. Essays will be well-structured with clear exposition and concluding paragraph, written in a confident and fluent style.

Band 3 answers will be somewhat imbalanced in facts and supporting analysis and examples would be sketchy and limited, perhaps steering in the direction of negative views or offering only one reference to cultural differences. The essay structure will be satisfactory, adequately paragraphed, but lacking a sense of direction and clear conclusion. The style of communication will be competent with some errors but not enough to blur the overall content.

Band 4 answers will be mostly descriptive with little evidence of an essay structure or serious attempt to tackle the key issues raised by the question. Answers will be short and lacking in any exposition, development or conclusion. There will reference to only one of the key areas of the question. The style of communication will be poor with many errors which may blur the overall content.

Assessment Objectives Balance				
Sub Section	AO1	AO2	AO3	AO4
	4	2	4	

6a) Briefly outline two ways in which a newspaper editor can influence the readership. [10]

Indicative Content

Positive ways may include:

- the translating of news into a perspective or language where it is accessible to all
- the revelation of information which has been concealed but which is in the public's interest to know
- the display of images which can allow the readers to share in an event graphically and appreciate its importance and magnitude
- the promotion of patriotism.

Negative ways may include:

- an unhealthy bias towards a political party
- the misinterpretation of intentions, views and opinions
- the devaluation of moral values and issues through the choice of images published

The ways chosen may be positive **and/or** negative. Award up to **four** marks for each way, clearly explained and supported. **Two** marks are available for a well-constructed response.

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

- 6b) Discuss the extent that live television debate, and the contribution of television presenters, can affect public opinion. Illustrate your answer with reference to at least two television programmes. [40]

Indicative Content

Live television debate can inform, excite and reveal much information and many facts about a subject which has been well protected by the editorial constraints of news broadcasting.

Useful approaches may include:

- the examination of the choice of subjects which are to be debated live
- when and where the debates take place (channel, time slot)
- the method by which the debate is advertised to attract an audience
- the performance of the debaters, some of whom perform less effectively without a script
- the reputation of both presenter and programme
- political bias on everyone's part
- the unpredictability of the audience for a studio debate
- the emotions which might be revealed spontaneously
- the subject-matter.

Television programmes are too numerous to list but might include:

- political debate as seen on Question Time and Newsnight
- social comment as seen on Trisha and Jerry Springer
- sporting opinions as seen on Match of the Day and The Big Match.

Band 1 answers will include clear understanding of the nature of live discussion as opposed to recorded interviews. Using two selected programmes with examples of presenters there will be clear and erudite analysis and discussion, evidence being presented succinctly and with clarity in reasoning. Essays will be well-structured with clear exposition and concluding paragraph, written in a confident and fluent style.

Band 3 answers will be somewhat unbalanced and the supporting analysis and examples will be sketchy and limited, perhaps referring to one or two isolated examples. The essay structure will be satisfactory, adequately paragraphed, but lacking a sense of direction and clear conclusion. Examples would be sparse and underdeveloped. The style of communication will be competent with some errors but not enough to blur the overall content.

Band 4 answers will be mostly descriptions of programmes with little evidence of an essay structure or serious attempt to tackle the key issues raised by the question. Answers will be short and lacking in any exposition, development or conclusion. There will reference to only one of the key areas of the question. The style of communication will be poor with many errors which may blur the overall content.

Mark Scheme 2962
January 2006

Generic Mark Scheme for 10 mark questions in Section B

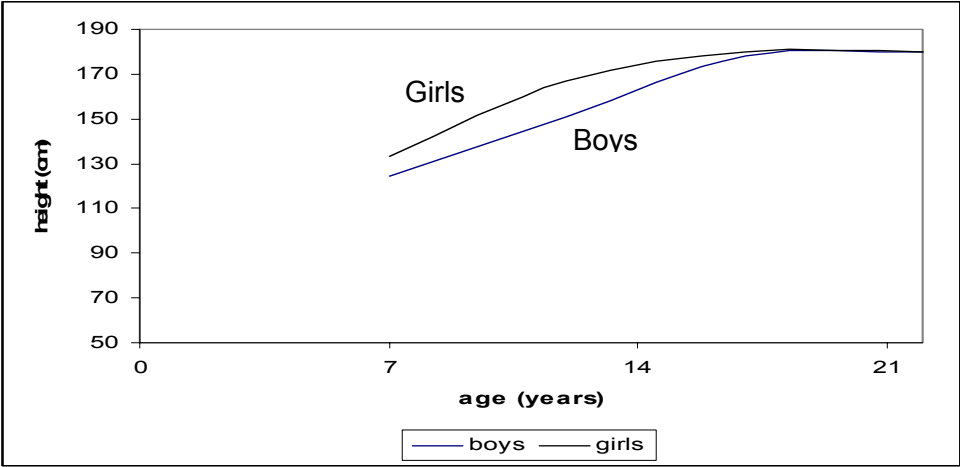
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AO2	<ul style="list-style-type: none"> communicate complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way; use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility; 	
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AO1	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge; show an understanding of the concepts involved; 	
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AO4	<ul style="list-style-type: none"> demonstrate very good awareness of the differences between types of knowledge; have a very good grasp of the limitations of the different types of knowledge. 	
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Band 4	The candidate demonstrates the following abilities where appropriate to:	9-16
AO1	<ul style="list-style-type: none"> • select, use and integrate a limited range of relevant knowledge; • show a modest understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> • communicate ideas with limited clarity, using some specialist vocabulary; • use some rules of grammar, punctuation and spelling; 	
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AO4	<ul style="list-style-type: none"> • demonstrate very limited awareness of the differences between type of knowledge; • have a very restricted grasp of the limitations of the different types of knowledge. 	

		Section A																																														
1		<p>At aged two a child is, on average, half its final height. There is a formula which makes it possible to predict how tall a child at any age will be when adult.</p> <p>The table below [Fig.1] shows the estimated percentage of the adult (fully grown) height of boys and girls at ages 7 – 17 years.</p> <table style="margin-left: 40px;"> <tr> <td>Age (yrs)</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>Boys%</td> <td>69</td> <td>72</td> <td>75</td> <td>78</td> <td>81</td> <td>84</td> <td>87</td> <td>92</td> <td>96</td> <td>98</td> <td>99</td> </tr> <tr> <td>Girls%</td> <td>74</td> <td>78</td> <td>81</td> <td>84</td> <td>88</td> <td>93</td> <td>97</td> <td>98</td> <td>99</td> <td>100</td> <td>100</td> </tr> </table> <p>Fig.1 [data from Census At School project]</p> <p>Use the table to make the following calculations:</p>										Age (yrs)	7	8	9	10	11	12	13	14	15	16	17	Boys%	69	72	75	78	81	84	87	92	96	98	99	Girls%	74	78	81	84	88	93	97	98	99	100	100	
Age (yrs)	7	8	9	10	11	12	13	14	15	16	17																																					
Boys%	69	72	75	78	81	84	87	92	96	98	99																																					
Girls%	74	78	81	84	88	93	97	98	99	100	100																																					
	a	i	<p>The height of an adult woman today is 160cm. How tall (in cm) was she likely to have been when she was 10 years old?</p> <p>accept: 134.4 or 134 units not required [2] $84/100 \times 160$ or similar [1] if answer given in metres e.g., 1.344 or 1.34 must state 'm' for the second mark</p>									[2]																																				
		ii	<p>On his 8th birthday a boy was 135cm in height. How tall is he likely to be when he becomes an adult? Give your answer in metres.</p> <p>1.875 or 1.88 units not required [3] 1.87 (incorrect rounding) [2] 188 or 187.5 or 187 [2] $135 \div 0.72$ or similar [1]</p>									[3]																																				
	b	<p>Explain why these figures are only estimates.</p> <p>answers might refer to: children grow at different rates effects of the environment/illness/disease variation – e.g., diet genetic factors limited sample e.g., location, genetic origin, time any other valid point</p> <p>[1 mark for factor 1 mark for justification 2 x 2 or 4 points listed 4 x 1]</p>									[4]																																					

c	<p>i</p> <p>ii</p>	<p>Draw a sketch graph to show the increasing height of a girl so that her final adult height is 180cm.</p> <p>On the same axes draw a sketch graph to show the increasing height of a boy so that his final height is 180cm.</p> <p>[1 mark – labelling ‘age’ (years not needed)] [1 mark – labelling ‘height’ or ‘%’] [1 mark – 17 (or other) on age axis] [1 mark – putting 180 (cm optional) or 100% on height/percentage axis] [1 mark – drawing line for boys } must indicate clearly which line is which [1mark – drawing line for girls } if label missing scores 1 mark for drawing lines] [1 mark – showing that lines meet at or after 17yrs and continue horizontally]</p> 	[7]
d		<p>How would you check the accuracy of the percentages in the table?</p> <p>examining data held by GPs/hospitals carrying out their own survey in local schools measure own family members [1 + 1 or 1 x 2] any other valid point</p>	[2]
e		<p>Why is it important for the medical profession to be able to monitor the height of a young person?</p> <p>e.g., child might have growth problems – check on development i.e. that it is within the acceptable range. Early diagnosis means that treatment could be considered at an earlier stage if necessary Identification of possible problem [1 mark] with relevant development [max 2 marks] or two short points with 1 developed [2 + 1]</p>	[3]

	f	<p>Identify two other groups of people that would find tables like Fig.1 useful.</p> <p>give a reason in each case.</p> <p>e.g., Parents - for own monitoring purposes</p> <p>social workers – e.g., checking on child nourishment</p> <p>clothes manufacturers – to determine size of clothes</p> <p>furniture manufacturers – e.g., designing chairs for schools</p> <p>any other valid point</p> <p>[1 mark + 1 for develop. 2 x 2]</p>	[4]
			[25]

2		Design and evaluate an investigation into how a local river became polluted?	
		<p>Look for inclusion of the following:-</p> <ul style="list-style-type: none"> • planning – identification of the task • implementation – how they will carry out their task e.g., apparatus needed • analysis of results – what tests need to be carried out e.g., sample analysis • presentation – e.g., Graphs, identifying trends and patterns, tables • evaluation – what conclusions can be made. <p>Each section can notionally be considered to carry 5 marks. In each case these can be divided into 3 marks for generic points and 2 for the communication.</p> <p>Credit should be awarded for innovative features.</p> <p>Be aware that candidates may not answer in this particular order and that points may not be in the distinct categories.</p> <p>Answers must relate to the named task i.e. river pollution. Candidates who only consider a general investigation will not score top marks.</p> <p>The above suggestions are a guide only and candidates' answers should be considered within the context of their own investigation.</p> <p>[5x5]</p>	
			[25]

Section A

Assessment objectives balance

Question	AO1	AO2	AO3	AO4	TOTAL
1	11	0	11	3	25
2	9	4	9	3	25

Section B

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

- 3 (a) Outline three ways in which a family home could be made more energy efficient. [10]

Assessment Objective Balance				
Sub Section	AO1	AO2	AO3	AO4
	4	2	4	0

Indicative content

Candidates need to identify three ways and then outline how each way is more energy efficient.

Possible suggestions:-

- double glazing – reduces heat loss by conduction and convection because of the air between the panes
- efficient boiler – modern boilers in particular use less fuel for the same amount of heat thus reducing demand for fossil fuels
- roof insulation – reduces heat by conduction and convection because of the layer of air trapped between the fibres
- cavity wall insulation – reduces heat loss by conduction and convection by trapping their in the foam
- draft excluders – reduces heat loss by preventing loss of warm air as much as possible
- solar panels – reduces demand on fossil fuels
- any other valid point e.g., switching off stand-by state.

Candidates will put forward other relevant suggestions and these need to be credited. Although brief references to costs may be expected the question is about energy efficiency and not about comparative costs.

1 mark for basic statement + 2 marks for development max 8 marks
allocate 2 marks AO2.

Recommended annotation:-

W₁ W₂ W₃ for each of the ways.

- (b) In what ways do UK national strategies to save energy benefit the environment? Use at least three examples to support your answer. [40]

Assessment Objective Balance				
Sub Section	AO1	AO2	AO3	AO4
	10	10	10	10

The 40 mark generic mark scheme should be applied.

Indicative content

Possible suggestions:-

- people can be encouraged to insulate their homes reduce their domestic fuel consumption and consider possibility of using renewable energy for some of their energy requirements. This would reduce the demand for fossil fuels, conserve present supplies and reduce environmental pollution
- use of renewable energy – e.g., wind, tidal, waves, hydro-electric, geothermal, solar. Although these can help to reduce demands for fossil fuels (and so reduce environmental pollution, problems of global warming and acid rain) there are also environmental costs;
wind – does not produce pollutant gas but can be noisy and unsightly, output variable;
tidal/Waves – do not produce pollutant gases but are unsightly and can be a hazard to shipping; sometimes destroys wildlife habitats; variable output
- any other valid point.

Band 1 candidates will identify at least three benefits gained and assess them against cost. They will have clear examples and the essay will be well structured. They may be expected to assess effectiveness.

Band 3 candidates will identify two benefits with at least one developed. They may mention effectiveness.

Band 4 candidates will give benefits but with limited development. They will usually be uncritical.

Recommended annotation:-

B₁ B₂ B₃ where benefits are identified.

S for saving of energy.

E for effectiveness.

- 4 (a) Outline three challenges that scientists have to overcome in order to send missions into outer space.

[10]

Assessment Objective Balance				
Sub Section	AO1	AO2	AO3	AO4
	4	2	4	0

Indicative content

Candidates need to identify three challenges and then explain why each is a problem within the context of space exploration.

Possible suggestions:-

- problems of knowledge – designing a computer program, mathematical calculations, planning routes
- problems re materials to be used for spacecraft
- problems re communication – communicating with and controlling robots, receiving information/photographs
- psychological: having the vision where to travel, what to explore, persuading others to support ideas
- financial: getting the support from governments/individuals to pay
- to learn about the solar system
- persuade people/politicians/businessmen that the tasks are worth the investment
- any other valid point.

1 mark for identifying challenge + 2 marks for development max 8 marks
allocate 2 marks AO2.

Recommended annotation:-

C₁ C₂ C₃ for each of the challenges.

- (b) The costs of missions to space are high [e.g., in 2004 the U.S. space agency was estimated to have spent £235 million on the Messenger probe to Mars]. Using examples, say to what extent you think the technological benefits and knowledge gained by space missions justify the expense. [40]

Assessment Objective Balance				
Sub Section	AO1	AO2	AO3	AO4
	10	10	10	10

The 40 mark generic mark scheme should be applied.

Indicative content

Candidates are expected to give a balanced answer with supporting examples.

Possible technological benefits:-

- increasing our knowledge of the universe
- sense of excitement – exploring the unknown
- intellectual stimulus of meeting very different challenges
- development of material which can then be used on earth
- provides employment
- technological developments – i.e. satellite and robot technology.

Possible counter-arguments:-

- enormous costs which could be used elsewhere eg improving living conditions in poorer countries
- some would view this expenditure as a waste of time and money
- issues re: space pollution.

Band 1 candidates will identify at least three benefits gained and assess them against costs. They will have clear examples and the essay will be well structured. There will be a defined section on 'to what extent'.

Band 3 candidates will identify two benefits with at least one developed and make some assessment against costs. Examples may be mentioned.

Band 4 candidates will give benefits but with limited development and only brief reference to costs. Examples will usually be absent.

Recommended annotation:-

B₁ B₂ B₃ where benefits are identified.

C₁ C₂ C₃ where reference to costs are made / expense.

e.g., for examples.

- 5 (a) Outline three difficulties facing the UK in its attempts to reduce production of greenhouse gases.

[10]

Assessment Objective Balance				
Sub Section	AO1	AO2	O3	AO4
	4	2	4	0

Indicative content

Candidates need to identify 3 examples of difficulties and then explain the difficulties.

Possible suggestions:-

- difficulties arising from the consequences of more people demanding more vehicles
- more industrial output e.g., increased demand for electricity
- difficulties in developing suitable alternatives to using fossil fuels e.g., fuel for aircraft
- the need to stay competitive with non-complying countries
- public sceptical of scientists
- any other valid point.

Accept other relevant suggestions and explanations.

Max Band 3 where candidates refer solely to CFCs/ozone layer.

1 mark for identification of difficulty + 2 marks for development max. 8 marks
2 marks for AO2.

Recommended annotation:-

D₁ D₂ D₃ for each of the difficulties.

(b) **Assess the possible advantages and disadvantages of global warming for people living in the UK.** [40]

Assessment Objective Balance				
Sub Section	AO1	AO2	AO3	AO4
	10	10	10	10

The 40 mark generic mark scheme should be applied.

Indicative content

There are two parts to the question. Candidates need first to consider the advantages and disadvantages of global warming and then make some assessment. Both examples and development should refer to the UK. Note that references to the UK may be implicit.

Possible suggestions:-

advantages	disadvantages
<ul style="list-style-type: none"> • climate change – milder winters, more rainfall • increased growing seasons – benefits to food production – greater range of crops • certain crops can be grown further north • sufficient water supplies e.g., in reservoirs • leisure and tourism • alfresco living. 	<ul style="list-style-type: none"> • problems of flooding – e.g., in London • coastal erosion e.g., rising of sea levels • damage to land by inroads of salt water • less snow – affects tourism esp. in Scotland • increased number of mosquitoes.

Credit other relevant advantages and disadvantages.

Band 1 will include at least 2 advantages and 2 disadvantages and, crucially, will assess the balance. Essays will be well structured showing facility in communication.

Band 3 answers will give advantages and disadvantages but may well lack balance and have a limited assessment.

Band 4 answers will lack balance or may just list advantages and disadvantages.

Candidates detailing ozone depletion must make the link with global warming – e.g., heat stress and other heat related problems resulting from very warm temperatures and high humidity. Good answers which only give detailed references to increased incidence of skin cancer max Band 3.

Max Band 3 for answers which assess advantages/disadvantages worldwide.

Recommended annotation:-

A₁ A₂ A₃ for advantages.

D₁ D₂ D₃ for disadvantages.

**Mark Scheme 2964
January 2006**

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

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

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

		Section A Answer all of the questions in this section.	
1		The end of the day spells danger	
		<p>Around many primary schools, each afternoon, five days per week, parents collect children from school. Four-by-four vehicles, pedestrians and pushchairs provide a lethal mixture for the 'lollipop person' to handle whilst drivers in white vans disregard the school sign and hazard lights as they talk on their mobile phones and strive to get their deliveries through.</p> <p>People living near to the school, the teachers, parents and drivers have very different views about what should happen to reduce this hazard. As one parent put it, "At the end of the day no one knows the facts or is taking any action. People just get angry and voice their strong opinions".</p>	
1	(a)	Briefly outline four reasons for many parents insisting on collecting their children from primary school in cars.	[12]
		<p>Four reasons @ three marks each. (R1, R2, R3, R4) One mark for simple statement and two for development/exemplification.</p> <p>Reasons include:</p> <ul style="list-style-type: none"> • safety • carrying equipment • distance • absence of public transport • absence of dedicated school transport • weather • time saving • age of children • parents collecting on way to / from work • laziness. <p>Accept appropriate alternatives.</p>	
1	(b)	Briefly outline four measures that could be taken to reduce hazards and dangers around school entrances at the end of the school day.	[12]
		<p>Four measures @ three marks each (M1, M2, M3, M4) One mark for simple statement and two for development/ exemplification.</p> <p>Possible solutions include:</p> <ul style="list-style-type: none"> • off-road parking • extended parking restrictions • hazard warning signs • traffic calming humps • clamping of illegally parked cars • charges for parking provision • walking buses • wider pavements • gates and railings outside school gates • staggered 'going home' times • dedicated traffic wardens / police community safety officers / lollipop person. <p>Be ready to accept appropriate alternatives. N.B. Question refers to hazards and dangers, may not be traffic related.</p>	

2	(a)	<p>Here are two differing views of the problems around a primary school at the end of the school day. “You take your life in your hands everyday when you drive to school to collect the children”. (Young mother with two children at the school) “The most dangerous drivers on the road are young mums in four-by-four ‘Chelsea Tractors’ at 3.30 pm with two toddlers and a frustrated school child in the back”. (White-van driver)</p> <p>Describe how you would set up an investigation to determine the facts about the road conditions and dangers around a local primary school at the end of each school day.</p>	[16]
		<p>This will need some kind of investigation. One style of investigation would involve:</p> <ul style="list-style-type: none"> • selection of sample of schools • consultation of literature • consultation with head teacher • setting up of observational survey • sampling strategy • recording strategy • tabulation and conclusions. <p>Another investigative method would include:</p> <ul style="list-style-type: none"> • selection of sample of schools • consultation of literature • consultation with head teacher • consultation with parent teacher association/friends of the school • structured questionnaire • sampling of views • analysis strategy • tabulation and conclusion. <p>Another investigative strategy would involve interviews with all of the parties involved including teachers, parents, police, and local authorities. In addition secondary sources would be valuable.</p> <p>Allocate marks as follows: pre-planning and understanding the context before data collection (2) methods of collecting information / data (10) Max 5 for any method analysis, presentation and conclusions (4)</p>	

2	(b)	<p>Describe three difficulties you might encounter in finding out the facts about road conditions and dangers created around the school.</p>	[10]
		<p>Three difficulties at three marks each but reserve two marks for AO2 up to a maximum of ten marks</p> <p>Difficulties (D1,D2,D3) might include:</p> <ul style="list-style-type: none"> • lack of co-operation from those involved • biased views expressed rather than actual experience • range of different conditions experienced • distinguishing school effects from general conditions • conflicting or close results • exceptional events creating pressure e.g., an accident during the survey. <p>The two marks for AO2 are for the clarity and precision of the written communication.</p>	

		Section B Answer one question from this section. Answers must be in continuous prose.					
3	(a)	In an opinion poll 1005 adults aged 18 and over were interviewed by telephone. The interviews were carried out across the country. The responses to one of the questions are summarised below:					
		Tax Increases					
		Should the party you support pledge to increase, hold or reduce taxes?					
			Labour voters	Conservative voters	Liberal Democrat voters	All voters	
		Hold	45	47	45	42	
		Reduce	34	43	26	36	
		Increase	19	9	26	18	
		Don't know	2	1	3	4	
		(figures are in percentages)					
		For each party, identify <u>one</u> conclusion they might come to from these results.					[10]
		10 mark assessment objective grid					
			AO1	AO2	AO3	AO4	
		Marks	4	2	4		
		<p>Three parties @ three marks each but reserve two marks for AO2 to a maximum of ten marks.</p> <p>Possible conclusions include:</p> <p>Labour party (Lab)</p> <ul style="list-style-type: none"> the majority are content with current levels reduction more popular than increase significant minority would support increase. <p>Conservative party (Con)</p> <ul style="list-style-type: none"> taxes are high enough significant group would support reduction very little support for any increase. <p>Liberal Democratic Party (LD)</p> <ul style="list-style-type: none"> higher support for tax increase than other parties majority content with current level increase/decrease support split equally. <p>Award one mark if the candidate restates the information in the table.</p> <p>Award two marks if the information is translated into the candidate's own words / or qualified or interpreted or included in a comparison.</p> <p>Award three marks if there is some development of the statement as a conclusion deduced from comparisons or analysis.</p> <p>Credit candidates who take the conclusion further and recommend a point related to policy.</p> <p>The two marks for AO2 are for the clarity and precision of the written communication.</p>					

3	(b)	In their coverage of politics the media regularly make use of opinion polls. Assess the advantages and disadvantages of relying on opinion polls as a measure of public opinion.	[40]										
		40 mark assessment objective grid											
		<table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> </tr> </thead> <tbody> <tr> <td>Marks</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>Indicative content Advantages include:</p> <ul style="list-style-type: none"> representative sample up to the minute national coverage address current concerns of the government questions can be designed for outcome required indicative of public reactions to actions. <p>Disadvantages include:</p> <ul style="list-style-type: none"> answers time dependent; may change by the day polls include an error margin due to sampling people may not give truthful answers publicity for polls may generate further support/propaganda questions influence responses may raise expectations and yield no effect. 		AO1	AO2	AO3	AO4	Marks	10	10	10	10	
	AO1	AO2	AO3	AO4									
Marks	10	10	10	10									
	Band 1	These candidates will include at least two advantages and two disadvantages but crucially there will also be an assessment of the balance.	33-40										
	Band 3	These candidates will include at least one advantage and one disadvantage with some development.	17-24										
	Band 4	These candidates will include only advantages or disadvantages.	9-16										
		Recommended annotation A or Adv for advantages, then A1, A2, A3.. for each one cited D or Dis for disadvantages, then D1, D2, D3... for each one cited Ass or Ev for assessment of the balance dev for developed points											

4	(a)	<p>Although twenty years ago few full-time students had a part-time job, today it is common-place. Describe two advantages and two disadvantages of students in full-time education, aged 16 to 20, now having part-time jobs.</p>	[10]										
		<p>10 mark assessment objective grid</p> <table border="1" data-bbox="432 495 1222 568"> <tr> <td></td> <td style="text-align: center;">AO1</td> <td style="text-align: center;">AO2</td> <td style="text-align: center;">AO3</td> <td style="text-align: center;">AO4</td> </tr> <tr> <td style="text-align: center;">Marks</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">4</td> <td></td> </tr> </table> <p>Four items to describe @ two marks each = 8 plus two marks for AO2 but then check Band descriptors.</p> <p>Indicative content. Advantages (A₁, A₂):</p> <ul style="list-style-type: none"> • work experience • money for quality of life • helps pay to go to university • contribution to the economy • change is as good as a rest • social mixing • family reasons • preparation for real life. <p>Disadvantages (D₁, D₂):</p> <ul style="list-style-type: none"> • distraction from study • exhaustion • boredom and inertia • discontinue study for paid work • unsocial hours. <p>Give extra credit, up to max 10, to the candidate who notices the 'now' in the question. This will mean they address the element of change. (Not essential for 10 marks).</p>		AO1	AO2	AO3	AO4	Marks	4	2	4		
	AO1	AO2	AO3	AO4									
Marks	4	2	4										

4	(b)	<p>In the last one hundred years, in the United Kingdom, the following developments have taken place:</p> <ul style="list-style-type: none"> • universal suffrage (women now having the right to vote as well as men); • reliable contraception (including barrier methods and the pill); • secondary and tertiary education freely available to all; • economic developments (including widespread ownership of cars, domestic appliances and computers). <p>Select one of these developments and explain why you consider it to have been the most important for either men or women in the UK.</p>	[40]										
		<p>40 mark assessment objective grid</p> <table border="1" data-bbox="432 703 1222 775"> <tr> <td></td> <td style="text-align: center;">AO1</td> <td style="text-align: center;">AO2</td> <td style="text-align: center;">AO3</td> <td style="text-align: center;">AO4</td> </tr> <tr> <td style="text-align: right;">Marks</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> </table> <p>Indicative content. Universal suffrage:</p> <ul style="list-style-type: none"> • right to participate • recognition of alternative priorities • better treatment of the case for reform • participation of women in democratic process • increased number of women in parliament. <p>Reliable contraception:</p> <ul style="list-style-type: none"> • release from large unplanned families • enables either sex to have control • helps with failing marriages • greater career prospects for women. <p>Education:</p> <ul style="list-style-type: none"> • realising of potential • fuller range of careers • enrichment of life • recognition of role. <p>Economic development:</p> <ul style="list-style-type: none"> • freedom to work • greater leisure • less fatigue • rise in disposable income • relative reduction of prices of many consumer goods. <p>Credit reservations about the selection made.</p>		AO1	AO2	AO3	AO4	Marks	10	10	10	10	
	AO1	AO2	AO3	AO4									
Marks	10	10	10	10									
		<p>Band 1</p> <p>These candidates will give a range of reasons (at least 3) for their choice. Their answers will be clearly expressed with facility. Usually they will include reasons for non- selection of some of the others.</p>	33-40										
		<p>Band 3</p> <p>These candidates will give three reasons to support their choice. Their answers will be clear though the accuracy of SPG might be limited.</p>	17-24										
		<p>Band 4</p> <p>These candidates will give one or two reasons in support of their choice. The structure of their answers will be limited.</p>	9-16										

		<p>Recommended annotation Intro Ch (in brackets around chosen heading) Ex or R for explanation/reasons then Ex1, Ex2, Ex3 etc dev for development e.g., for examples Conc.</p> <p>Should a candidate disregard the either/or instruction then, mark all of the answer and award the higher mark for either men or women.</p>	
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5	(a)	Describe how 'congestion charges' and 'parking restrictions' are intended to help make the journey to work easier and quicker.	[10]										
<p>10 mark assessment objective grid</p> <table border="1" data-bbox="432 427 1222 501"> <thead> <tr> <th data-bbox="432 427 592 461"></th> <th data-bbox="592 427 748 461">AO1</th> <th data-bbox="748 427 904 461">AO2</th> <th data-bbox="904 427 1061 461">AO3</th> <th data-bbox="1061 427 1222 461">AO4</th> </tr> </thead> <tbody> <tr> <td data-bbox="432 461 592 501">Marks</td> <td data-bbox="592 461 748 501">4</td> <td data-bbox="748 461 904 501">2</td> <td data-bbox="904 461 1061 501">4</td> <td data-bbox="1061 461 1222 501"></td> </tr> </tbody> </table> <p>Four marks for each heading and then two marks for AO2. Allow two marks for each point made (1 for simple point and 1 for development or example). Then check the generic mark scheme.</p> <p>Indicative content. Congestion charges (C):</p> <ul style="list-style-type: none"> • make it costly to enter areas where delay is happening • encourage people to look for alternative ways to work, this reduces congestion. e.g., public transport • allow permits for essential users to pass without cost. <p>Parking restrictions(P):</p> <ul style="list-style-type: none"> • raise the costs of parking in congested areas • increase the time taken to find space and thus persuade people to alternative means • clear roads to enable flow of traffic. <p>Accept other valid points. Credit examples.</p>					AO1	AO2	AO3	AO4	Marks	4	2	4	
	AO1	AO2	AO3	AO4									
Marks	4	2	4										

5	(b)		Consider these two statements relating to the problems of getting to work each morning.											
			Person A I chose to live in the country and expect my journey to work to be longer and more expensive than most. However, the conditions on the roads are far worse than I anticipated. I have paid my taxes and believe the government should do more for me.											
			Person B I believed the advertisements and paid extra money to buy a house in the country near a railway station. My improved quality of life is, however, jeopardised by the condition and reliability of the trains I have to use to get to work. I pay enough in taxes to expect better.											
			How far can you support the views expressed in these statements?	[40]										
			40 mark assessment objective grid <table border="1" data-bbox="432 869 1222 943"> <tr> <td></td> <td>AO1</td> <td>AO2</td> <td>AO3</td> <td>AO4</td> </tr> <tr> <td>Marks</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </table>		AO1	AO2	AO3	AO4	Marks	10	10	10	10	
	AO1	AO2	AO3	AO4										
Marks	10	10	10	10										
			The question has four parts: <ul style="list-style-type: none"> • support for A • disagreement with A • support for B • disagreement with B. Indicative content											
			Person A Support for A: <ul style="list-style-type: none"> • we pay taxes • others are paid to repair roads • other countries manage it. Disagree with A: <ul style="list-style-type: none"> • building more roads solves nothing • new roads just attract more traffic • more toll roads will increase government income • motor taxes do not go to roads exclusively. 	Person B Support for B: <ul style="list-style-type: none"> • publicity about using rail • green messages • encourage public transport • needs government priority. Disagree with B: <ul style="list-style-type: none"> • low levels of UK taxation • other areas have priority • massive legacy of poor rail services • weakness of privatised rail system • congested island. 										

	Band 1	These candidates will offer material in at least three parts with some development of two. The essay will be well structured showing facility in AO2	33-40
	Band 3	These candidates will offer points in three areas with at least one developed. There will be some imbalance. Their answers will be clear though the accuracy of SPG might be limited	17-24
	Band 4	These answers will include two areas. The structure of their answers will be limited	9-16
		Recommended annotation Intro SA for agreement then SA1, SA2, SA3 ... DA for disagreement then DA1, DA2, DA3 ... SB for agreement then SB1, SB2, SB3... DB for disagreement then DB1, DB2, DB3 ... Conc	

**Mark Scheme 2965
January 2006**

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

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

Assessment objectives for this paper

Each question carries the same balance of marks.

AO1	AO2	AO3	AO4
16	9	16	9

Section A**The Science Domain**

Answer **one** question from this section.

1		<p>Gravity is the force that causes things to fall to the ground when they are dropped.</p> <p>Describe how you would carry out a scientific experiment to test the effect of gravity on different items when they fall freely from a variety of heights. Include in your answer:</p> <ul style="list-style-type: none"> • carefully labelled drawings; • an example of a blank results sheet that you might use; • an outline of possible conclusions; • suggestions of any sources of error that might make your results unreliable. 	[50]
		<p>Indicative content</p> <p>Adopts a clear experimental strategy including:</p> <ul style="list-style-type: none"> • hypotheses • set up • data collection • data presentation and analysis • conclusions and evaluation e.g., errors. <p>The experiment will need the following:</p> <p>a range of different items facilities for different heights some way of measuring the time taken. provision for repetition to check results potential and danger of averages attention to accuracy control of other variables labelled drawings results sheet graphs or other analytical procedures outline conclusions suggestions of sources of error/ random and systematic errors.</p> <p>Be ready to credit students who point out that gravity can vary e.g., at different points on the globe, in space.</p>	
	Band 1	Answers will include a clear experimental strategy, reference to the four bullet points, analysis and evaluation with reference to all the parts of the experiment in a developed and coherent manner.	41-50
	Band 3	Answers will describe a satisfactory experiment though some parts of the answer will be missing.	21-30
	Band 4	Answers will lack coherence but with some parts of the experiment viable.	11-20
		<p>Recommended annotation</p> <p>Introduction Intro</p> <p>Strategy St₁, St₂</p> <p>Description of the experiment D1, D2.</p> <p>Accuracy / Errors Acc</p> <p>Diagrams etc Dia</p> <p>Conclusion Conc</p> <p>Evaluation Ev</p>	

2			<p>There are two main groups of energy sources.</p> <p>Group A sources include coal, gas, oil and nuclear energy. Group B sources include hydroelectric power, wind, tidal, wave, solar and geothermal energy.</p> <p>Select <u>one</u> source from each group and assess the arguments for and against its use to help meet future energy demand.</p>		
			<p>Indicative content Candidates have to select two sources, one from each group, then examine the arguments for and against their use in the future. This means five tasks.</p>		[50]
			Coal		
			<p>For Cheap Plentiful Creates employment Revives communities</p>	<p>Against Fossil fuel Global warming Finite Pollution, acid rain Short term</p>	
			Gas and oil		
			<p>For Cheap Creates employment Relatively plentiful Transportable Promotes development By-products</p>	<p>Against Fossil fuel Pollution Gas emissions/pollution Finite Short term Political aspects</p>	
			Nuclear		
			<p>For Scale of production Mobility/transportable Potential Reserves Power stations can be in remote areas No greenhouse gases Helpful to countries without fossil fuels Used in the French economy Relatively low cost</p>	<p>Against Cost Danger/accidents Safety/transport/local health/radiation/cancer clusters Long term issues Need large amounts of water as a coolant Links to war Problems of waste</p>	

			Hydro-electric power	
			For Clean/ no gases Creates potential tourist spot Fishing/ wildlife sanctuaries Renewable Cheap once installed Controls water, can prevent flooding	Against Homes may be flooded Lakes attract mosquitoes Expensive to install Displacement of people Silt of reservoir Reduction of water and silt downstream Damage to wading and tidal birds
			Wind, Tidal, Wave, Solar, Geothermal	
			For Clean Renewable Cheap to run Variable size sites	Against Expensive to instal. New technology/low efficiency Intrusive May be in attractive areas Noisy Source unstable
			Inevitably there will be some repetition as the advantages of one become the disadvantages of another. Credit positively.	
	Band 1		These candidates will have completed all five tasks with facility. One of the five may be less developed.	41-50
	Band 3		These candidates will complete four of the tasks but two will be less developed.	21-30
	Band 4		These candidates will complete three of the tasks but only one will be developed.	11-20
			Recommended annotation Intro C - Coal G - Gas and oil N - Nuclear H - Hydro-electric power W – Wind etc. C+ for coal and C- against coal Ass – Assessment (helpful for indicating Bd 1 and Bd 2). Concl	

3		<p>Sustainable development meets the needs of the present generation and retains our ability to meet the needs of future generations. To promote this the United Nations has produced a slogan for sustainability:</p> <p style="text-align: center;">‘think globally and act locally’.</p> <p>Assess two global and two local policies that are intended to assist sustainable development.</p>	[50]
		<p>Candidates will need to describe two global and two local policies. They will then need to assess them in terms of their feasibility and success so far.</p> <p>Indicative content</p> <p>Agenda 21, produced by the UN in 1992 provides a good list for global policies:</p> <ul style="list-style-type: none"> • interdependence, people, economy and environment depend upon each other • citizenship and stewardship, rights and responsibilities, participation and co-operation • regard for the future, protecting future generations • diversity, of cultures, societies and environments • sustainable change, planning and monitoring • uncertainty, the future is uncertain, take precautions. <p>Accept small scale, but generally applicable examples of the global strategies.</p> <p>Local examples include:</p> <ul style="list-style-type: none"> • brownfield sites for new housing, factories and business parks • farming of forests, more trees planted than removed • quotas on sea fishing • cycle tracks in urban areas, less car use • electrically driven public transport • park and ride schemes • organic farming • use of renewable energy sources • recycling, reduction and re-use of waste products. 	

	Band 1	These candidates will include all five aspects of the question with at least three of them developed. There will be a clear assessment of the policies.	41-50
	Band 3	These candidates will include at least four of the aspects of the question with two of them developed. Any assessment will be in simple terms.	21-30
	Band 4	Will provide an answer that lacks structure but includes a response that shows understanding of the question. At least three aspects will be included but they may be from one of the categories.	11-20
		Recommended annotation Intro G1 and G2 for global policies L1 and L2 for local policies Ass for assessment Dev Concl	

Section B**The Cultural Domain**Answer **one** question from this section

4		<p>For one religious group that you know well, assess its view of two developments in the sciences that have occurred in the last seventy years.</p>	[50]
		<p>Indicative content The specification requires candidates to know the central tenets of one religion. They will have to use this knowledge to assess its view on two recent developments in the sciences</p> <p>Recent may include developments since 1940. They include:</p> <ul style="list-style-type: none"> • nuclear power • the atomic bomb • genetic engineering • abortion • contraception • laser technology • computers and telecommunications • plastics/polyesters and non biodegradable packaging • medical developments e.g., transplant surgery • the jet engine. <p>Give additional credit when candidates recognise that there will be differences within religious and religious groups. E.g., Society of Friends (Quakers) holding different views on the “atomic bomb” from other mainstream religious groups.</p> <p>A general approach might follow the line that ‘Science without religion is lame. Religion without science is blind’ (Einstein).</p> <p>Religious groups may include all members of a faith or sub-groups. Be liberal and accepting when interpreting “that you know well”.</p>	

		<p>For example those electing to write from a Christian standpoint might include:</p> <ul style="list-style-type: none"> • the existence of free will, the ability to choose between right and wrong • responsibility to others • responsibility for the environment for future generations • that scientists might sin • that science is neutral, others use the new knowledge • the consequences of inaction • life saving inventions • acceptance of the mistakes of others including scientists • there are some things we can not know • mistakes may be there to test us • typical discussions might focus upon Copernicus and Galileo and their conclusions on the movement of the earth around the sun • a second topic for discussion is evolution and the writing of Charles Darwin • the suggestion of a 'big bang theory' for the origin of the Universe introduces God through the question 'Who or what caused the big bang?' • writing by Stephen Hawking suggests that the universe may have no beginning or end. <p>Islam</p> <ul style="list-style-type: none"> • the Qur'an directs us to study the works of God • science gives us tools to undertake this study • science provides evidence of God's role in designing the universe • the beauty of physics gives us evidence of a mastermind behind all things • much religious writing uses allegory, analogy or metaphor which many believe should not be taken literally • science is part of the search for truth, a task given to humanity by Allah • Allah has provided us with curiosity and a questioning approach to life • Islam teaches that humans are different from animals because they are creatures of worship • evolution and cosmology do not provide difficulties for Muslims. <p>Judaism</p> <ul style="list-style-type: none"> • Jews believe that God created the universe • there is a feeling of threat from science, particularly in relation to evolution and its apparent undermining of the Biblical creation story. <p>Sikhism</p> <ul style="list-style-type: none"> • Sikhs believe in one God, named Truth • this one God is the all-pervading creator. <p>Hinduism</p> <ul style="list-style-type: none"> • Hindus believe that all actions in life today are the result of actions of a previous life. 	
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		<p>Buddhism</p> <ul style="list-style-type: none"> • Buddhists are encouraged to act sensibly and considerately in order to lead a fulfilled and happy life • they question the teachings of Buddha when science finds a flaw in the reasoning and a sceptical attitude and a critical approach is encouraged. 	
	Band 1	These candidates will select at least two scientific developments and will assess the view of the chosen religious group to each of them. Their assessment must show understand of the central ideas of the chosen group.	41-50
	Band 3	These candidates will select at least two scientific developments and link them to the beliefs of the chosen religious group. The linkage will not be precise.	21-30
	Band 4	These candidates will select at least one scientific development and relate it to the beliefs of a chosen group in general terms.	11-20
		<p>Recommended annotation</p> <p>Intro</p> <p>N Name of chosen religious group</p> <p>Sc1 First scientific development</p> <p>Sc2 Second scientific development</p> <p>Ass Assessment</p> <p>Concl</p> <p>No named religious group – max Band 5.</p>	

5		<p>Describe how experiencing the works of creative people operating in two of the following areas could help to make a weekend break in a place of your choice more interesting:</p> <p>(a) architecture; (f) theatre (b) fashion; (g) cinema; (c) painting; (h) music; (d) photography; (i) literature. (e) sculpture</p> <p>Illustrate your answer with actual and imaginary examples that you are able to justify.</p>	[50]
		<p>The candidates need to select two of the groups listed. The command words 'Describe how' are intended to include description of the work and explanation of how it makes for greater interest.</p> <p>The question is about how the works of creative people enhance the weekend.</p> <p>Indicative content Answers may be in terms of the:</p> <ul style="list-style-type: none"> • points of interest during the weekend • recreational and specialist clothing seen • an exhibition mounted for viewing • books to read reflecting the place visited • music related to the events of the weekend. <p>The specification asks candidates to be aware of the creative process and the way in which it is reflected. In other words that buildings just do not happen.</p> <p>There will be opportunity for AO4 in that the response could well be personal as the candidate experiences the weekend break.</p>	
	Band 1	These candidates will establish the weekend break identify two areas and describe at least three aspects of the work of each of the chosen professionals clearly. There will be some explanation of the reasons for the chosen selection being interesting.	41-50
	Band 3	These candidates will establish the weekend break and describe at least two aspects of each of the chosen professionals. Explanation will not be coherent.	21-30
	Band 4	These candidates will establish the weekend break and describe one aspect of each of the chosen professionals. Justification will be implied.	11-20
		<p>Recommended annotation: Intro. A1 and A2 for the two chosen professions. W1, W2 descriptions of the works. R1, R2 reasons for their making the weekend more interesting. Conc.</p> <p>Use also dev, e.g., AO4 as appropriate.</p>	

6		<p>In a small community a local committee has decided to produce a CD of still images to show everyday life there in 2006.</p> <p>Local organisations and residents have suggested the following themes:</p> <ul style="list-style-type: none"> • the local primary school and playgroup • hobbies, arts and crafts • employment • leisure and sports • local services e.g., doctor, nurse, refuse collection, buses • babies and the elderly • the annual flower show • the local public house. <p>Identify a community you know well. Select one of these themes and explain why you think it best represents everyday life there.</p> <p>Your community may be based within a village, part of a small town or a group in an urban area.</p> <p>Each theme is to be allowed five images. Describe and justify your choice of FIVE images for your chosen theme to be included on the CD.</p>	[50]
		<p>Indicative content</p> <p>The candidates need to complete the following tasks:</p> <ul style="list-style-type: none"> • identify the community they know well <p>Part (a)</p> <ul style="list-style-type: none"> • select one of the themes provided • justify their choice as representing everyday life <p>Part (b)</p> <ul style="list-style-type: none"> • describe five images • justify the selection of images. <p>For example someone might identify the village in which they live and select the local school and playgroup. Their choice of 'school and playgroup' might be justified in terms of their central place in everyday life for generations, their daily presence and meeting place for young parents and facility for evening events.</p> <p>Their five images could be children and staff 2006, front of building at start of the day, special festive event such as Harvest/ Christmas/ Maypole Dancing/ other religious festivals, parents fund raising evening and children at work/technology lab/sportsday. Each of these would need to be justified.</p> <p>Give full credit to helpful drawings of the five chosen images.</p>	
	Band 1	<p>These candidates will offer and develop material in both parts of the question. (a) The justification of themes will be coherent in representing everyday life in the village chosen and (b) the five images will have detail as well as their justification. The essay will be well written showing facility with AO2.</p>	41-50

	Band 3	These candidates will offer something in both parts of the question with one of them developed. The images or theme chosen will lack specification and will be limited in justification.	21-30
	Band 4	These candidates will offer something in both parts of the question though with little coherence.	11-20
		<p>Recommended annotation</p> <p>Intro</p> <p>Comm / Loc Identification of the community</p> <p>Th Choice of theme</p> <p>E1, E2, E3... Explanation of choice of theme to show everyday life there</p> <p>I1, I2, I3, I4, I5 Five selected images</p> <p>J1, J2, J3.... Justification of chosen images</p> <p>Conc</p> <p>Use dev, e.g., Community vague and implicit - max Band 3</p>	

**Mark Scheme 2966
January 2006**

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

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

MARK SCHEME

Assessment objectives balance for each question.

Sub-section	AO1	AO2	AO3	AO4
	8	8	30	4

NB

All indicative content is intended as a guide only. Any relevant ideas should be credited whether they appear specifically on the mark scheme or not.

Section A

- 1 Study the cartoons that deal with current social issues. Discuss one of these issues, making reference to one or more of the cartoons and to your own and other people's views.

Childhood/Adult Obesity**Indicative content**

- childhood obesity is rising
- adult obesity is rising
- fat children make fat adults
- fat runs in families
- children get less chance to do PE/games at school
- processed food tends to be more fattening
- fewer children walk to school
- more families eat out more often in fast food restaurants
- comparative high cost of 'healthy' foods: e.g., fruit v chips
- lack of nutrition education from parents
- lack of nutrition education in the curriculum
- irresponsible attitude of school caterers
- any other issues relating to school dinners
- peer pressure
- playing fields being sold off with less opportunity for exercise
- less acceptable to be obese in contemporary society
- credit any other relevant points.

Asylum seekers/deportation

Indicative content

- asylum seekers are the new 'immigrants'
- they are demonised as a result
- some asylum seekers are potentially beneficial to the British economy
- but most are viewed as 'gypsies'
- deportation as a policy is viewed favourably by some
- it is profoundly disapproved of by others
- political parties 'attack' asylum seekers
- unbalanced media coverage
- inconsistent support schemes nationwide.

NHS

Indicative content

- the NHS can appear chaotic, overstretched and under funded
- there is often little continuity of care
- administrators are seen as obstructive
- it is still an admirable and enviable system
- private hospitals can lack NHS facilities
- NHS no longer trusted by public
- has always been an 'Aunt Sally'.

Band 1 a cogent, well informed response with an acknowledgement that this is a complex issue and there will, inevitably, be pros and cons whatever the general thrust of the argument. Answers will be fluently and accurately written. There will certainly be no prejudice for prejudice' sake. Any number of cartoons may be used but a Band 1 answer will, where appropriate, make skilful use of cross reference, pointing out valid comparisons and links. There will probably be pertinent specific examples cited.

Band 3 the response will be relevant but lacking the depth and detail of a Band One answer. Both sides of the argument may not be considered or what argument there is may well be rather pedestrian. Specific reference will be scant; there will be far less cross reference.

Band 4 there will be a sense of limitation to the answer; the tone may well be overly blasé and the answer ill informed. There will be little if any specific and cross reference.

Section B**2 Consider the arguments for and against homosexual marriages being recognised in law.****Indicative content**

- homosexual partners would be recognised in law and have the same rights as heterosexual married couples
- homosexuality, which is seen by a significant proportion of the population as a distasteful deviance, may become more socially acceptable
- greater social acceptability might encourage more homosexuals, prominent or not, to 'out' themselves and thus (perhaps) increase tolerance
- a further instance of equality might help to create more equality in society as a whole
- married homosexuals might be encouraged to integrate more into society as a whole and break down the 'ghetto mentality' that (arguably) exists: e.g., Brighton as a gay haven, gay bars, chat rooms, saunas, etc.
- a significant proportion of previously discontent people would be made content
- such a move would outrage a significant proportion of the population and might lead to social unrest
- sections of society for whom homosexuality is particularly abhorrent might feel further alienated
- a range of major religions have members who disapprove of homosexuality, citing sections of their religious books (e.g., the Bible) as authority
- the feeling of inclusion might lead to a diminished element of the 'camp' in British society; a rather old fashioned and particularly Anglo Saxon penchant (e.g., Frankie Howerd, a much loved 'camp' comedian)
- the whole idea of what 'marriage' is might change.

Band 1 a cogent, well informed response with an acknowledgement that this is a complex issue and there will, inevitably, be pros and cons whatever the general thrust of the argument. Answers will be fluently and accurately written. The focus on the question will be very secure, with very particular attention paid to the words 'marriages' and 'law' and their manifold implications.

Band 3 the response will be relevant but lacking the depth and detail of a Band One answer. Both sides of the argument may not be considered or what argument there is may well be rather pedestrian. The finer implications of 'marriages' and 'law' will not be considered. There may well be considerable 'prejudice for prejudice's sake'.

Band 4 there will be a sense of limitation to the answer; the tone may well be overly blasé and the answer ill informed. There will be little if any consideration of the finer meanings of 'marriages' or 'law'.

- 3 'Trial by jury is still the most effective method of ensuring justice.' Discuss this view.

Indicative content

- it is a method that has stood the test of time
- it has been suggested by the Home Secretary that it is abolished in some cases
- important trials not involving juries might appear open to corruption
- the (apparent) random nature of jury selection encourages a belief amongst 'the people' that they have a say in the process of law
- it is an example of justice being 'seen' to be done
- the presence of 'ordinary' people in a court room might be an encouragement and comfort to anxious witnesses, defendants and so on
- juries will be instructed by judges to do the 'just' thing
- jury members have no training before the case in impartiality
- some jury members may be persuasive
- some jury members might be persuaded
- some jurors see it as an imposition
- some juries don't understand the issues involved
- some juries lack technical training
- jury members may not be used to concentrating for sustained periods and this may affect their judgement
- jury members have no legal training so must rely heavily on the judge's advice
- some cases, e.g., fraud are particularly complicated.

Band 1 a cogent, well informed response with an acknowledgement that this is a complex issue and there will, inevitably, be pros and cons whatever the general thrust of the argument. Answers will be fluently and accurately written. The focus on the question will be very secure, with very particular attention paid to the words 'effective', 'ensuring' and 'justice'. The notion of what 'trial by jury' is will be very secure.

Band 3 the response will be relevant but lacking the depth and detail of a Band One answer. Both sides of the argument may not be considered or what argument there is may well be rather pedestrian. Focus on key words will be patchy and/or superficial.

Band 4 there will be a sense of limitation to the answer; the tone may well be overly blasé and the answer ill informed. Focus on key words will be scant or non-existent.

4 Do all sections of society have a right to privacy?

Indicative content

Yes

- an Englishman's home is his castle
- the British are an essentially private race (unlike, say, the Americans?)
- where an invasion of privacy is prompted by mere curiosity it cannot be justified
- what is perfectly acceptable in private might appear objectionable or titillating if given a public airing (sex lives of the stars.....)
- a lack of privacy can be de-humanising
- a lack of privacy can destroy lives.

No

- if what goes on in private is harmful to a person or persons then it should be revealed and stopped
- celebrities gain wealth and fame through public interest; it is hypocritical if they expect their private lives to be sacrosanct
- privacy can be stultifying or an excuse for arrogance and bad manners
- many people have died because others have respected their right to privacy.

General

- anthropological perspective
- electronic revolution
- difference between privacy and a private life
- you can't have absolute privacy and society
- do all sections of society have equal rights to privacy?

Band 1 a cogent, well informed response with an acknowledgement that this is a complex issue and there will, inevitably, be pros and cons whatever the general thrust of the argument. Answers will be fluently and accurately written. There will probably be particular focus on the word 'right'. There will probably be an effective definition of privacy.

Band 3 the response will be relevant but lacking the depth and detail of a Band One answer. Both sides of the argument may not be considered or what argument there is may well be rather pedestrian. There will be imperfect focus on the word 'right'.

Band 4 there will be a sense of limitation to the answer; the tone may well be overly blasé and the answer ill informed. There will be little if any focus on the word 'right'.

**Mark Scheme 2968
January 2006**

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

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

Section A

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

- 1 Considering cultural, scientific and social issues, outline and discuss the growth and evolution of television as a major influence on people's lives over the past 50 years. Use the sources to support your arguments where appropriate. 50]

Indicative Content

A summary of the sources might provide the following information and conclusions:

Source 1

- the number of televisions owned by people has increased steadily since 1956 but may have reached a peak in the last three years
- rapid growth to 1979 but slowing since as saturation approached
- some homes may have more than one TV.

Source 2

- there is a clear picture of the evolution of television channels year by year
- by 1985 there was some consistency in the relative market share though clearly the introduction of cable and satellite viewing has had an adverse effect on terrestrial television mostly through increased variety of programmes and quality of service
- it might be suggested that the more precise figures registered from 1996 may be a reflection of the serious attitude which broadcasters have towards their market share
- cable and satellite television has clearly become very popular and this trend seems to be continuing unabated
- the main terrestrial channels [BBC1 and ITV 1] seem to have been the hardest hit by cable and satellite developments.

Source 3

- there are some differences between 2002 and 2003/4 with regard to viewing hours [note that the figures for 2004 stop in August which is when the graph was produced]; the television has become more popular as a means of information and entertainment
- the peak in 2002 around week 22 would be explained by the World Cup Finals taking place within a short space of time. In fact, peaks in the graph would largely be explained by major televisual events which attracted large audiences
- fewer people watch the television in the summer due to holidays and the popularity of other forms of entertainment, particularly for the family
- similarly, winter viewing is high due to seasonal changes such as the weather and number of daylight hours.

Connections may be made through one or more of the following ways [there may be others]:

Cultural

- the UK is more culturally diverse and therefore there is a demand for more choice in television in terms of subject, language, age range
- leisure time has increased dramatically and is an important feature of everyday life. Television has altered and expanded to embrace this
- censorship has effectively been relaxed and there is more access to taboo subjects and controversial topics. Programme makers have seized on this demand and the increase in public interest and curiosity
- morals, values and ethics have apparently diminished over the past 50 years and it could be construed that television programme making is getting out of control, seriously affecting the moral fabric of society.

Scientific

- televisions are in abundance through the invention of the microchip, satellite transmission and the flooding of the retail market
- ownership has increased and renting has almost disappeared through the emergence of the 'throw away' society started by the Japanese. It is cheaper to purchase a new set than replace worn out components
- cable and satellite broadcasting has reached new horizons in picture and sound quality
- mobile telephone technology enables reports to be filed live from the front using video telephones e.g., the Iraq war of 2003
- science has in fact speeded up the news so that it is almost instantaneous from any corner of the world
- the development of Sky Plus: the ability to store television programmes for future use.

Social

- the evolution of television has gone hand in hand with post Second World War prosperity
- television ownership has increased dramatically and it has replaced other forms of family entertainment
- the social habits of the family have changed. The variety of programmes and the number of television sets in the household has enabled parents and children to lead different social lives
- the expansion of the home entertainment industry in terms of videos, DVDs and games has further diversified social preferences
- there is a propensity to watch events live on television or recorded highlight rather than attending in person which has resulted in an erosion of personal enrichment.

Band 1 answers will make reference to each of the sources as a way of contextualising the key issues and refer in detail to the evolution of the television by including issues from each domain and offering views and analysis on each. There will be a need to question and challenge the issues as well as illustrate with examples in order to consolidate opinions. A conclusion will propose what the future holds or review the key strengths and weaknesses of the arguments presented.

Band 3 answers will make reference to elements of the sources and draw simple conclusions from the three sources without analysis. There will be some imbalance in the references to the domains, possibly with one being omitted. Examples will be limited or inappropriate, failing to support the ideas presented solidly. A conclusion will be a repetition of points made rather than a personal viewpoint.

Band 4 answers will be mostly descriptive with little evidence of an essay structure or serious attempt to tackle the key issues raised by the question. The sources will barely be used. Answers will be short and lacking in any exposition, development or conclusion. There will be little balance between positive and negative views or any sense of cogent, logical argument. There will be a lack of appropriate examples. The style of communication will be poor with many errors which may blur the overall content.

Annotate using the following symbols:

SR use of source(s)

C cultural issue(s)

Sci scientific issues(s)

Soc social issues(s)

Section B

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

- 2 By considering cultural, scientific and social perspectives, outline and discuss the arguments in favour of and the objections to the development of genetically modified products. Use the sources to support your arguments where appropriate. [50]

Indicative Content

Some see genetically modified crops opening up opportunities in agriculture, food and medicine. Others see this as a threat to ourselves and the natural world that will in fact do us great harm and is totally unnecessary.

Case in Favour	Objections
<p>We shouldn't be afraid of biotechnology</p> <ul style="list-style-type: none"> we have been altering plant genetics for centuries through selective breeding adding two genes doesn't violate an organism why draw the line at GM and not elsewhere? <p>Risks are no worse than existing foods</p> <ul style="list-style-type: none"> we have many safeguards in place health risks have been badly exaggerated GM can improve the environment by using less chemicals and less soil tillage with due care, GM and organic can co-exist. <p>Look at opportunities for good</p> <ul style="list-style-type: none"> better resistance to weeds, pests, disease, yields, and more efficient use of land better texture, flavour, nutritional value, longer shelf-life, easier shipment GM can offer farmers reduced costs to compete on the global market. <p>GM crops can help developing countries</p> <ul style="list-style-type: none"> GM is a tool needed to feed a growing world population China and India are already growing GM on a large scale 'Golden rice' offers a potential solution to Vitamin A deficiency in poor communities. <p>The democratic Case</p> <ul style="list-style-type: none"> the public don't rule out future uses of GM with labelling, adequate protection can be given to those who object Britain can't object to GM at the EC or WTO without clear scientific evidence. 	<p>Should we be modifying genes at all?</p> <ul style="list-style-type: none"> it's 'playing God' or unnatural to mix genes from radically different organisms we don't know enough about what we are doing to switch genes around in food. <p>GM is too risky</p> <ul style="list-style-type: none"> we have not done enough to evaluate the risks to health and the environment GM varieties can reduce biodiversity GM genes will spread to non-GM varieties GM contamination threatens organic farmers. <p>We don't need genetically modified food</p> <ul style="list-style-type: none"> agriculture is already too technological. This will only make it worse there are better ways to improve pest resistance and reduce chemicals on the land GM is no advantage to farmers if consumers don't want GM food. <p>It's bad for developing countries</p> <ul style="list-style-type: none"> GM is just going to provide luxuries for the rich, and won't feed the poor and hungry poor farmers need sustainable incomes not multi-national, high-tech seeds GM is a technical fix diverting resources from exploring better indigenous solutions. <p>It's bad for democracy</p> <ul style="list-style-type: none"> most people don't want GM crops grown big business is imposing on our freedom under the guise of free trade we must not allow EC or WTO to force unwanted GM products on UK citizens.

Should we be doing Genetic Modification?

Some Christians object in principle to GM food, as an unacceptable intervention in God's creation, violating barriers in the natural world. Others think that using God's gift of our technical skills to change one or two genes is not wrong in itself, unless the change caused a major disruption in the organism. Such basic changes in genes and food require due precaution on food safety and environmental risk, but not out of proportion.

The GM Crisis

Questions have been raised about potential risks to health, gene flow to non-GM crops, and a loss of biodiversity. When people realised they were eating GM foodstuffs whether they liked it or not, with perceived risks but no tangible benefits, and with no say in the decisions, a consumer backlash was not surprising. This led to an unofficial moratorium on growing GM crops until 2004.

Taking the public seriously

Most people seem not to be fundamentally opposed to GM as such, so much as sceptical and want to know the long term risks. Many think that GM applications offer benefits in medicine, developing countries, or economically, but are suspicious about the role of big business. Most GM has so far been for production efficiency to benefit seed companies and farmers not consumers. Those with basic objections to GM food must be given the option of not eating it, and should not have to pay more for what until now has been 'normal' food.

Will Genetic Engineering really 'Feed the World?'

Many people are concerned that the driving forces of biotechnology create products for western indulgence, neglecting real food shortages elsewhere in the world. The causes of hunger are more about poverty, war, political and social issues than inefficient production. Better answers may come from better breeding with indigenous resources than hi-tech solutions. If genes could be altered to enable staple crops to grow in marginal conditions it might make a difference to countries that struggle to feed themselves. But useful applications are often hard to engineer and offer no profits to private industries.

Information adapted from *Genetically Modified Food* information sheet, SRTP, Church of Scotland.

The information above covers several connections between the domains and offers a range of perspectives which can be viewed. Equally, through candidates' own study, reading, and experience there may be other valid viewpoints and issues which could be profitably explored.

Band 1 answers will provide comprehensive coverage of the three domains and offer analysis and viewpoints which are explored and questioned intelligently and articulately. Challenging opinions and approaches will unlock AO4 marks and, in a conclusion candidates may offer a preference or possible way forward for mankind in the future.

Band 3 answers will be mostly factual and may explore simple analyses of why GM may be popular or unpopular for the public, probably from a food perspective. Domain linkage may be tenuous or limited and examples inappropriate, failing to support ideas presented solidly. In the conclusion, ideas may be a repetition of points rather than a personal viewpoint.

Band 4 answers will be mostly descriptive with little evidence of an essay structure or serious attempt to tackle the key issues raised by the question. Answers will be short and lacking in any exposition, development or conclusion. There will be little balance between positive and negative views. There will be a lack of appropriate examples. The style of communication will be poor with many errors which may blur the overall content.

Annotate using the following symbols:

- + case in favour
- objections
- C** cultural issue(s)
- Sci** scientific issues(s)
- Soc** social issues(s)

Report on the Units January 2006

Chief Examiner's Report

In January 2006 six units of assessment were offered. Three were at AS and three at A2. In general the pattern of entry suggested that few candidates were taking units for a second time and that a number of centres were delaying entry of candidates to AS units until the first term of year 13. Those candidates who did take a unit for a second time appeared to make a marginal improvement on their previous performance. Year 13 candidates who took AS units for the first time did well. They appeared to show greater maturity and better communications skills in the answers they presented.

Examiners noted the following strengths and weaknesses across the papers.

Strengths

(a) The greater majority of candidates approached the examination with great energy and motivation. This applied particularly to questions where a social dimension was evident.

(b) Examiners reported that there appeared to be an improvement in the communication skills of candidates. The improvement was evident in better handwriting and the dawn of legibility showed that spelling, punctuation and grammar had received attention. A small number of candidates, usually from the larger centres, displayed very poor communications skills and found the challenge rather beyond them.

(c) The most challenging part of the General Studies programme is the final 'synoptic' paper 2968 Making Connections. In this paper candidates are expected to draw upon all three domains and to make connections between them. This is a challenging task at this level. It is pleasing to report that improvement appears to be taking place as candidates visit each of the domains and link it to the question set.

(d) The papers used a wide range of resources, including cartoons, as stimulus material. It is pleasing to report that candidates responded well to these different challenges. One positive feature was the way in which candidates noted any ambiguity in the resources provided.

Weaknesses

(a) Candidates in some centres appeared to lack preparation for the examination. Indeed in some cases candidates complained that they had received little or no teaching or that their tutor lacked knowledge of the requirements of the papers. It was clearly evident to examiners that centres where candidates had followed a taught programme response were stronger and examination technique more secure.

(b) Examiners reported that, at AS, time management appeared to be an issue. Too frequently candidates took too much time on Section A and in consequence were only able to write a short paragraph for the 40 mark Section B question.

(c) In several questions candidates were invited to use their problem solving skills. This could be to set up an experiment in science or to carry out an investigation into a social problem. This remains a weak area where it is evident that candidates would benefit from greater experience of the challenges to be faced.

(d) Though many candidates showed great engagement with social issues of the time they were generally not familiar with those linked to creativity and the arts.

In addition examiners would like to draw the attention of centres to the following points:

(a) Once the marking process is completed the outcomes are compared with the forecast grades submitted by centres. For each examiner this process is repeated across a number of centres. In some case this causes the marking of the scripts to be revisited for a further accuracy check to be made. It is therefore important that centres submit accurate forecasts so

that this check is of greatest support for their candidates. Currently some centres submit no forecasts, others suggest that all candidates will gain a C grade whilst others offer what appear to be inflated expectations. It is most helpful to candidates and examiners if the forecasts are as accurate as possible.

(b) Centres are asked to require candidates to complete accurately the cover sheets of their examination answer booklets. This makes the correct outcome of the examination more secure and helps examiners in the completion of mark sheets. In some centres the candidates enter the number of the questions answered. In others no candidates completes this section of the cover sheet. All centres are asked to complete this section so that examiners, when marking by the question, are able to pick appropriate scripts more readily.

2961: The Cultural Domain (Written Examination)

General Comments

The paper appears to have been well-received by candidates judging by the full and enthusiastic responses received, notably in section A. It appears that the subject matter was accessible to most and for the most part, scripts contained thoughtful and respectful ideas and solutions to the problems and dilemmas posed by the range of different questions. The paper set out challenges and candidates, in the main, rose to these, not by providing simple repetition of facts but by extending and developing ideas (in section A) or constructing a tangible and supported collection of arguments (in section B). Centres are reminded that the marks awarded for an examination are usually related to the number of tasks that the candidate is required to do. For example, in question 1a) the suggestion of two reasons is awarded four marks implying one mark for each reason and a further mark for supporting information. Close examination of the current mark scheme and those of recent sessions will inform this point more closely but the hope is that candidates will learn how to structure their answers and allocate their time more economically.

In section B, the better prepared candidates produced balanced and effective answers which were well resourced with supporting statements, examples or personal conjecture and experience. Poorer scripts saw badly structured and ill-prepared submissions which consequently sank to the lower mark bands. It was pleasing to note that question 5, concerned with cultural differences, was a popular choice and it is hoped that this often neglected area of the specification is being afforded some emphasis and importance in the General Studies programme.

Time management was satisfactory though there is still a tendency to spend a disproportionate amount of time on questions which are worth few marks. Centres are reminded that the two elements in section B should be budgeted with approximately half of the time allocated (35 -40 minutes). Judging by some responses seen in this session, this is clearly not the case and as a result candidates are limiting the number of marks available to them.

The standard of communication remains at a satisfactory level and whilst examiners are pleased to credit candidates who employ appropriate language and terminology this can be tempered somewhat by an inability to spell even the most basic everyday word incorrectly.

Comments on Individual Questions

1

- (a)** Most candidates were able to find two reasons why it is difficult to define 'old age' and were rewarded with full marks if they provided a supporting statement or brief explanation as to why they had made their choice.
- b) and c)** The candidates were offered the opportunity to gain 16 marks by identifying and developing 8 points from the material given in source 1. Invariably, too long was spent on the individual components which were, at times touching, personal, and entirely appropriate. This was clearly a question where valuable time was lost by some candidates in failing to deliver their response effectively and economically. In drawing too closely from the source, candidates inhibited their chances of gaining full marks and a disappointing number did not move beyond simple repetition or a weak paraphrase.

- (d)** It seemed difficult for candidates to reach full marks in this question since in part i) 'ageism' seemed a difficult concept to understand and define. Further, though candidates understood that there is a difference between generations, they could not comprehend how or why this might be changing. The idea of the elderly behaving like teenagers was an often worn point with candidates failing to appreciate how improvements in peoples' health and well-being has given the elderly a new 'lease of life'. Clearly, this question proved a good discriminator between the discerning and weak.
- 2** There was ample opportunity to score highly in the interpretation of this sketch and some candidates provided perceptive, detailed analyses with a smattering of humorous consequences at the expense of the elderly! However, so often candidates missed out on gaining high marks by simply describing what they saw rather than providing a response and explanation of the artist's work. One interesting interpretation was the man in the picture represented the government pushing back old age by the raising of the retirement age.
- 3** This question proved to be the least successful in section A largely because candidates failed to engage with the fact that a question worth 15 marks required some planning and development. The most successful answers proceeded to outline differences between the elderly and the young then going on to outline a scheme or plan which could be set up in the community, concluding with a series of success criteria. Such answers were afforded very high marks but these were sadly in the minority. Many candidates could not adequately account for the differences between the elderly and the young and the schemes produced appeared to be nothing more than an 'event' or 'fete'. The idea of writing a short letter enabled candidates either to be formal and analytical or informal and persuasive. Few candidates achieved either of these ideals. One final point: a number of candidates left out this question, presumably due to their bad time management and the impending section B.
- 4(a)** It was pleasing to note very many good responses to this question with examples ranging from the Catholic Church to Nazism and Mao. Some candidates were confused by the word and in fact interpreted it as 'introduction'. A brief outline and two clear examples were enough to access the highest mark bands.
- 4(b)** Though question 4 was the least popular question it actually produced some of the finest and most eloquent answers often tinged with personal experience and revelation (integral elements of the specification). The most frequent approaches acknowledged the consoling reassurance of faith, the gift of life, and the beauty of the natural earth on the one hand balanced with the dangers of evil, the prevalence of suffering, disease and natural disasters (such as the Tsunami) on the other. The topic offered ample opportunity for personal reflection and evaluation but this was only seen in very few exceptional scripts which received very high marks.
- 5(a)** This question had a great appeal to the candidates largely because they were offered the opportunity to write about themselves. Fashion, music, race, class or simply being 'different' turned out to be the commonest ideas sometimes with a surprising lack of supporting material. There was a common assumption that the reader would know automatically why these groups formed. Most cited their own experiences of school or their new experiences of the sixth form. The most poignant answers were from candidates who found themselves in a minority group due to their family background or traditions.

- 5(b)** Once again, examiners are disappointed to note the limited understanding of the word 'cultural' even though this is an integral part of this specification. A common approach, seen in this examination before, was to redefine the word and reroute the description as 'social' which opened doors for sociology students to employ much of what they had so far gleaned from their studies. Cultural differences proved to be somewhat of a mystery – candidates knew that race and religion might be involved but showed their lack of understanding by not being able to provide any worthwhile, tangible examples. Even the most basic of solutions such as compromise and greater understanding were omitted as many candidates who chose this option completed an essay which was wholly unbalanced and lacking structure. The best of answers recognised and understood the difference that exist in world society, cited many relevant, contemporary examples of intolerance and clearly reasoned out a series of acceptable approaches. Examiners felt that the majority of candidate choosing this question saw it as an opportunity to challenge immigration, asylum and the Middle East rather than to look more carefully and closely at issues closer to home such as gender, sexual orientation, and political influences.
- 6(a)** Most candidates could identify two ways in which an editor could influence the readership citing examples such as headlines, the impact of the font sizes, images, and bias in the reporting of news. Few got down to the specifics of such events as the winning and losing of General Elections, the misrepresentation of a person's views, the exposing of a persons misdemeanours, all of which would provide vehicles for high marks to be awarded. Though the majority of answers were effective they lacked the incisiveness that a pertinent example would give the answer.
- 6(b)** The question was about television debate, the presenters and their influence. It appears that candidates see the word 'television' and think that it is an easy option. It was not enough to write a simple description of a favourite programme and some candidates tried to convince examiners that their favourite programme was a debate-like show and affected public opinion. Examiners disagreed with some of the choices made which included many references to reality television shows containing anything but debate. There needed to be some empathy with the whole idea of live discussion and the possible ramifications that this could bring about. In dealing with presenters it was pleasing to note that candidates did recognise the skills of the likes of Jeremy Paxman, Jerry Springer and Tricia – there were even references to the half time debates during Match of the Day live. It was disappointing that many candidates abandoned the question set in order to review their personal choices of programmes rather than consider fully the terms 'live debate' and 'effects on public opinion.'

2962 Report to Centres

General Comments

Candidates for the January 2006 paper were drawn from a range of state and independent schools and colleges and displayed a broad spread of ability.

The paper was accessible to all entry levels and generated a wide range of different, but relevant responses. The only real challenge to non-scientists being the Investigation in Question 2. Candidates seemed to have enough time to answer both sections of the paper.

The overall performance indicated that most candidates were familiar with the requirements of the specification and candidates who had been prepared for the examination usually achieved higher marks. Most made a serious attempt to demonstrate their knowledge in an appropriate way with few candidates complaining about taking the paper.

Candidates are expected to write their answers in formal English. A familiar, colloquial and conversational style is inappropriate and should be discouraged. Essays need to be well structured starting with an introduction and finishing with a conclusion. So many of the Band 3 and Band 4 responses were just long descriptions and explanations rather than balanced arguments with good evaluation.

In this session there were few cases of really poor handwriting and spelling. However, candidates should be able to spell words that are actually in the question and which only need to be copied carefully e.g., strategies.

Some candidates are still arriving at the examination without calculators – this would not matter so much if they could actually make the manual calculations. Most just write out the sum and then abandon the question altogether – with consequent loss of marks.

Comments on Individual Questions

Section A

It is a requirement of this examination that candidates answer all questions in Section A. This part of the paper examines skills in numeracy and data response. Short-answer questions based on one or more extracts, sets of data or diagrams are set in a variety of forms.

- 1 (a)(i)** Most correct
Those without calculators just wrote the sum but made no attempt to perform the calculation

- 1 (a)(ii)** More mathematically able candidates scored 3 marks.
Errors tended to be incorrect rounding ie. 1.875 rounded to 1.8 and answers given in cm.
Some used the incorrect percentage value e.g., 78%.
Again there was the problem of not having a calculator in the examination. There were a few elaborate but unsuccessful calculations that used valuable time.
Candidates should use commonsense to check whether their answers were reasonable e.g., 18.7m is not a reasonable height.
- (b)** There were a range of good answers referring to children growing at different rates and the effects on growth of diet, genetic disorders and/or environment.
There were some common misunderstandings of the table – some referred to ‘not all children grow to the same height’ whereas the table gives percentages of the children’s own adult height. Also common were statements such as: ‘these are only estimates because it is a prediction’.
- (c)** Only a sketch graph was required here, but candidates who plotted their graphs either on lined paper or graph paper were not penalised although they must have lost valuable time.
The axes had to be correctly labelled with age and height/% and with some indication of the scale.
A line had to be drawn for boys and girls to show the trend. The lines were not to meet until age 17+ and had to continue horizontally. Graphs where the lines met before age 17 lost the mark as did graphs which continued to rise vertically [graphs with age on the vertical axis were accepted].
On the whole candidates were aware of what was required and scored at least 6 if not 7 points. Complicated calculations/carefully plotted graphs were not required
- (d)** Required candidates to either set up their own survey and monitor heights for their own sample or look at past records and work backwards.
Some misunderstood this question and thought the percentage calculations had to be checked.
- (e)** Most scored at least 1 many scored 2 marks here. The third mark required candidates to explain what would be done with this knowledge e.g., so that treatment could be considered at an earlier stage if alerted to the problem early in life.
- (f)** The question follows from (e) and requires two other groups of people, not the medical profession, who would find these tables useful. Candidates who ignored ‘other’ and went on to talk of GPs lost the marks.
However, general references to dieticians/nutritionists were allowed.
There was an interesting range of ideas:
Most popular suggestions – clothes manufacturers, parents, theme parks, historians and scientists.
For the second mark there had to be some justification of their choice.
Some candidates did not read two other groups and only justified one choice.
A few candidates thought that the question was asking about other situations where tables giving different data would be useful e.g., weather, business, sales commission tables.

- 2 This question proved to be the most challenging on the paper. The emphasis in this question is on the investigation and the evaluation of the investigation. Candidates should be familiar with the structure of a scientific investigation: planning, implementation, analysis, presentation and evaluation. Answers had to cover all of these areas but did not necessarily have to be given in this particular order although candidates who did set out their answers in a formal, scientific way were more likely to cover all the points and achieve higher marks. A surprisingly large number of candidates did not even focus on the word 'investigation' and therefore failed to incorporate any of the basic elements of an investigation in their answers. The most successful component proved to be the evaluation, the least successful being the presentation of data, with only occasional brief references to tables, graphs and correlation. The evaluation needed to be applied to the whole investigation and not, as in some cases, to the proposed survey and/or questionnaire. There were a few really good investigations incorporating all the components of a good scientific investigation. Some of the better candidates did give reasonable detail on the kinds of tests that might be carried out. Others referred to investigations based on a local river where they had carried out some observations as part of their GCSE coursework. These answers received due credit. Several answers amounted to a list of possible sources of pollution but without then going on to suggest ways of proving responsibility. Several answers just gave descriptions of litter being left in their local river or wrote in the style of a newspaper report.

Section B

Candidates are required to answer only ONE question from a choice of three questions in Section B

Question 3 proved to be the most popular question and candidates had been well prepared for it. There were some very good, thoughtful answers demonstrating knowledge of the subject matter and an awareness of the issues.

- 3 (a) It was pleasing to see that candidates appreciate the need to be more energy efficient and have some idea of how to go about it. There was a good range of answers with references to:
- ways of reducing demand for energy - switching off lights, buying low energy appliances, washing clothes at lower temperatures....
 - ways of reducing heat loss – install loft/roof/cavity insulation/double glazing....
 - some discussed lack of public awareness and the need for more campaigns to overcome current practice and persuade the public to change their habits

Better answers developed the points rather than just listing ways of saving energy. Good answers gave three very different ways of achieving energy efficiency rather than just limiting themselves to the idea of giving three ways of reducing demand e.g., by switching off, not using standby and buying energy-efficient light bulbs.

Weaker candidates focused on saving water but gave no explanation of how this would save energy. Others went down the route of energy efficient cars and this was not considered to be part of a family home.

3 (b) Candidates had obviously considered this question and offered a range of strategies [often mis-spelt] for saving energy.

The most popular ideas were :

- offering various ways of reducing the use of cars and increasing the use of public transport
- investing in and encouraging use of renewable energy and, more controversially, reviving a nuclear energy programme
- educating the younger generation to be more aware of saving energy.

There were some very good well-balanced answers that demonstrated knowledge of energy saving strategies and evaluated the benefits for the environment.

Band 3 answers tended to just focus on saving energy and failed to relate this to the environment. Often the environment received little or no mention and, as a result, a main part of the question, the benefits to the environment, were ignored.

Many candidates considered the benefits of recycling. Although they justified the benefits to the environment they often did not make the links to saving energy.

Sometimes it did seem that candidates were offering a prepared answer which did not directly answer the given question.

4

This was the least popular question and tended to be either really well answered or poorly answered.

4 (a)

There was some good understanding of the various challenges facing space scientists. These were often selected from a contrasting range of challenges – political, financial, human - as well as from the environment of space itself. Better answers developed their ideas and gave relevant examples.

4 (b)

Again answers here tended either to be well answered or poorly answered.

Better answers showed a keen interest and good knowledge of the subject matter and gave relevant examples. There were references to recent space missions and the knowledge and information received back from these missions.

Only the very best candidates achieved a good balance by referring to other ways in which the money could/should be spent and then coming to a reasoned conclusion.

For a number there was an implicit assumption that just stating that there is knowledge to be gained automatically justifies the expense.

Some candidates thought that the expense was not justified and considered how the money could be spent in this world. These candidates could score well but only if their arguments were balanced by reference to some of the benefits from space exploration.

There seems to be a rather unhealthy obsession with leaving this world in the near future [often because it has been destroyed by global warming] and going to colonise another planet and a small number were rather carried away by their own descriptions of space wars.

This was the second most popular question. It is currently very topical and features on TV and in newspaper articles on a regular basis so candidates should be familiar with many of the arguments.

5 (a) This was generally well answered with candidates able to identify at least three, sometimes more, difficulties.

The main focus seemed to be on the UK's inability to reduce the numbers of cars on the road. Better candidates developed this idea and sought to offer reasons e.g., increased population, people are more wealthy, people travel longer distances to work, the unreliability of public transport.

For many, reducing the volume of vehicles on UK roads was as far as they were able to take this question.

Better candidates were, however, able to go further with relevant references to the costs of developing alternative energy supplies and the reluctance of the Americans to sign the Kyoto agreement.

5 (b) This was generally well answered. Candidates showed a good knowledge of global warming although there were still a few that made incorrect references to ozone depletion. Surprisingly few actually attempted to give any definition of global warming and this would, perhaps, have served as a useful introduction to their answer.

Good candidates were able to explain the apparent paradox of global **warming** yet more extreme winters for the UK with the shutting of the North Atlantic drift. There were also attempts to place current global warming in the broader context of former climate shifts.

Although many candidates were able to give both the advantages and disadvantages, overall there was a noticeable tendency to highlight the disadvantages and to ignore, or only very briefly consider, the advantages. Many focused on the disadvantages of rising sea levels and increased flooding and erosion of the UK coastline.

Many candidates discussed the warmer summers and the increased opportunities for enhanced tourism [and it was surprising how many thought that the main advantage of global warming was not having to fly abroad for holidays] but there tended to be less reference to the benefits for agriculture – a longer growing season and a greater diversity of crops. Candidates made no link between the increase in temperature/rainfall and increased plant growth.

Good answers were characterised by a balanced assessment of the advantages and disadvantages with relevant examples in justification of their choices.

2964 The Social Domain 1

The paper followed its normal format with two sections A and B. Section A focused upon the problems associated with conditions around primary schools at the end of the school day. Section B followed its usual pattern of presenting three questions from which candidates were expected to select one.

Examiners considered that the paper was more accessible than last year. The context of Section A was seen as one with which the candidates could readily identify. In Section B the candidates tended to select question 4 and again were able to use their own experience to good effect.

To complete the paper candidates had to answer six questions, four in Section A and two in Section B. It is pleasing to report that an increased number of candidates gained good marks in all parts of the paper and achieved scores of over 80%.

Centres may wish to note that answers to Section A questions, especially question 1, were sometimes unnecessarily long. Some good candidates found themselves short of time for the second part of their Section B question and thus penalised themselves severely. The marks of many good candidates would have been higher with better time management. Centres are recommended to draw the attention of candidates to the mark allocations shown on the paper.

In this paper there are specific marks for AO2 under the general heading of communication. Candidates taking care to communicate clearly and accurately can enhance their final scores considerably.

Section A

1

- a) In this question candidates were asked to suggest four reasons for many parents insisting on collecting their children from primary school in cars. Most candidates were successful at this. Some answers were not credited because they made no reference to the car ('parents like to gossip', 'parents want quality time with their children').
- b) In this question candidates were asked to outline four measures that could be taken to reduce hazards and dangers around school entrances at the end of the school day. Again, this was well answered, though some suggestions were impractical – e.g., forbidding parents to drive four-by-four vehicles and building special roads for schools.

2

- a) In this question candidates were asked how they would investigate the facts about road conditions around a local primary school. Many candidates failed either to show awareness of the background to the scenario being considered or to indicate how they would arrange and analyse the data obtained. In an investigation of this type it would certainly pay dividends to read about previous work and particular local circumstances. They tended to launch into car, van and pedestrian counting without any particular aim or purpose. Another failing, here and in 2(b), occurred when candidates slipped from collecting data to suggesting solutions. There were those who analysed the situation well, distinguishing between subjective and objective material or quantitative and qualitative data.

- b) This question asked candidates to describe the difficulties they might encounter during their investigation. Most candidates used the structure implicit in the demand for three difficulties and produced well reasoned answers.

Section B

Question 4 was overwhelmingly the most popular. Candidates were tempted by the very accessible 4(a). As ever, a few attempted all three, usually achieving very low marks throughout.

3

- a) This question invited candidates to interpret a table showing support for the various political parties in terms of their taxation policies. Some candidates were able to draw significance from the statistics and make sensible suggestions as to how the parties should respond. Others simply reported the figures pretty well as given in the question and could not infer anything relevant from them. A few failed to observe the words "For each party .." and thus failed to meet the demands of the question.
- b) This question asked for an assessment of the advantages and disadvantages of opinion polls as a measure of public opinion. It appeared that in some centres opinion polls had been discussed and assessed; responses were informed and perceptive. Candidates appreciated the limitations of the simple choice offered in polls and the limited accuracy of their findings. Some distinguished between polls where a cross-section of a cohort are selected and used for the poll and those where a random selection of people phone in with their views. A minority confused opinion polls with elections.

4

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

- a) This question drew candidates attention to changing circumstances in which, today, many full-time students find themselves with part-time jobs. The question was well answered, with many gaining full marks. Candidates were guided by the structure to offer two advantages and two disadvantages and to make sure that each was developed. A few picked up the word 'now' in the question and made appropriate comparisons.
- b) This question outlined four developments that have taken place in the last one hundred years in the UK. Candidates were asked to select one of the four developments and to explain why they felt it most important of the four for either men or women. A great disappointment here was that many candidates gave brief responses, without the range and depth that was required. One reason might have been that they had written so much on earlier questions that they had too little time for this one. Better time management would be invaluable in these circumstances. It is suggested that centres use past papers to give candidates experience of the pace of AS examinations. In a seventy five minute examination it should be possible to complete Section A in a maximum of forty five minutes. This would leave thirty minutes for Section B.

There were weaknesses specific to some of the choices. For instance, those writing about contraception, mainly females, wrote about avoiding pregnancy and transmitted diseases but few were able to see the wider implications for women's lives. Those who chose economic developments and (to a lesser extent) secondary and tertiary education often did not specify whether they were writing about men or women.

There were some excellent, wide-ranging responses on all four options. For instance, candidates writing about universal suffrage wrote about the wider, long-term effects on the

place of women in society. Those choosing economic developments selected two or three particular ones that they thought most significant and wrote about their impact.

In all options the great majority chose to discuss the significance for women. The majority of the few who chose men wrote about economic developments from the macho type with his fast car to the helpless male turning to the microwave.

5

This was the least popular of the questions in Section B.

- a) In this question candidates were asked to describe how 'congestion charges' and 'parking restrictions' are intended to help make the journey to work quicker. Some candidates made no distinction between the two policies in terms of purpose and effect.
- b) In this question candidates had to describe how far they could support the views of two people who had chosen to live in the countryside and travel to work. Plenty of first hand experience was evident among those who live in situations such as those described. Some gave good arguments to support or fault one or both of those described in the paragraphs. Others simply expressed their sympathy with them in their plights

2965 Scientific and Cultural Domains

1 Introduction

The paper followed its usual format with two sections A and B. Section A concentrates on the Scientific Domain whilst Section B covers the Cultural Domain. Within the ninety-minute span of the paper candidates write one answer for each section. There are three questions in each section.

2 Overall performance

Candidates generally addressed two questions, with some thoughtful, well developed answers from many. Generally answers to Section A were better than in Section B, especially for those choosing questions 2 and 5. The majority of candidates were able to score 40 or more marks, but marks over 80 were not common, largely due to weak responses in Section B.

In the **Scientific Domain** the majority of candidates were able to offer an acceptable answer to either questions 1 or 2. All examiners commented on the unfortunate paucity of answers to question 3. Questions like this, concerned with local and global development, have been avoided in the past but not quite to this degree.

In the **Cultural Domain**, other than in question 4 where most were familiar with the intended issues, there was considerable misunderstanding of the precise focus of question 5 and the intended expectations of question 6.

For many candidates the standard of communication with regard to expression, grammar, punctuation and spelling shows little evidence of improvement and continues to lag behind the general standards displayed in knowledge and understanding.

Examiners with scripts from a centre with a large entry commented on the noticeable differences in performance between the candidates. Such evidence suggests that in some centres there is unevenness in the preparation of candidates for General Studies. In such large centres the evidence suggests uneven preparation between teaching groups.

In this paper time management does not appear to have been a problem. Almost all candidates were able to produce two essays in the time allowed. However examiners did note for some candidates large discrepancies in length and development between the first and second essays. This was felt to be a reflection of knowledge held rather than time management.

The questions set for this paper provided candidates with a series of tasks. Most candidates were able to follow the structure provided and found it of help. Others need to recognise the penalty if part of a question is missed.

Very few examples of rubric infringement were seen. Some examiners felt that a tiny minority of candidates did not treat the examination seriously. Their rather flippant answers suggested this was a product of the quality of what they had to say rather than any serious protest.

3 Individual questions

- 1 This question asked the candidates to describe how they would set up an experiment to test the effect of gravity on different items when they fall from a variety of heights. Generally the question was answered satisfactorily, particularly by science students who were able to expand their answers by introducing concepts such as acceleration and terminal velocity. Surprisingly few however, introduced experimental requirements such as controls when dealing with several variables. Experimental strategies frequently omitted reference to hypotheses and analytical techniques. The quality and labelling of diagrams varied immensely.

One pleasing feature of the answers was that the candidates tended to include the four bullet points required by the question. However within this structure some candidates failed to explain how they would measure the height from which the objects were to be dropped or how they gain accurate values for the time of descent. A number did include repetition of the experiment in order to improve accuracy.

For the future centres might encourage candidates to be more precise and secure in the language they use.

- 2 This question asked candidates to select one energy source from Group A (non-renewable) and one from Group B (renewable) and to assess the arguments for and against their use to meet future energy requirements. This was the most popular question in the section and was clearly understood and generally answered more than adequately. Most were well aware of the problems in meeting future energy demands, some referring to the increasing needs of the newly industrialised countries and particularly China. There were some well-balanced commentaries but many only managed to address the obvious points, failing to develop arguments fully with examples.

Nuclear energy and oil were the most popular choices from Group A. Wind and solar power were popular in Group B but some of the best dealt with hydroelectric power using the Three Gorges project in China for detail. The future of nuclear energy produced some of the best debates many concluding that it represented the most favourable option, being convinced that technology had largely overcome the safety issues. These were refreshing views coming from a generation that will face the outcomes of the current debate.

Most seemed well aware of the supply inadequacies of renewable sources; few were optimistic about technology having a positive effect in the future.

Centres are encouraged to note that candidates were asked to carry out some assessment of the sources they were considering. One effective way of doing this was to compare its potential with others in the list.

- 3 This question focused upon the need for sustainable development. Candidates were asked to assess two global and two local policies that are intended to assist sustainable development. Examiners were ready to be very flexible in their recognition of global and local strategies. So few answers were seen that it is difficult to make justifiable comment. There were some good answers which focused on the global issues of global warming and in one outstanding answer 'free trade'. Local issues included recycling and public transport. 'Assessments' however often omitted to address 'success' adequately.

- 4 In this question the candidates had to assess the views of a religious group they know well on two developments in the sciences that have occurred in the last seventy years. This was a popular question, particularly amongst candidates attending denominational schools, who generally provided the more developed answers. The majority adopted a strict Roman Catholic response but others were more successful assessing the broader range of interpretations under 'Christianity'. Most focused on developments in genetic engineering, abortion and contraception; choosing both of the latter two led to much overlap and repetition. Many candidates were able to provide an assessment of the views of a religious group in general terms but failed to relate these to central tenets. Too many were distracted into assessing their personal views, often after declaring the religious viewpoint as out-of-date. Many saw religion and science at opposite ends of the spectrum such that their views could never relate.

Centres are reminded that one of the requirements of the General Studies specification is that candidates have understanding of the central tenets of one religion. It is clear from the answers read that these need to be taught as part of the General Studies programme.

- 5 For this question candidates had to describe how the works of two creative groups of people could make a weekend break more interesting. This was a popular question, but many students did not read the question carefully enough and therefore failed to focus on *'the works of creative people'*. Many essays were unable to identify even one designer, building, play, rock group, painter / painting or film. If they did, too often it was a simple list, for example of fashion designers, whose clothes they would be able to buy in a New York or Parisian fashion boutique. Few attempted to describe and assess why a 'building' would interest them; simple reactions such as 'amazing, exciting, cool' were often the sole justification. A pity because many candidates were obviously interested by what they listed and their answers had potential. Theatre, painting and architecture provided the best answers many of which were well written.
- 6 In this question candidates had to explain their selection of a theme to best represent everyday life in a small community. They then had to justify their choice of five images that best represented the chosen theme. The images were to be arranged upon a CD to show everyday life in 2006. This was perhaps, the most popular question in Section B but again, many candidates ignored the requirement in the question to link their explanations and justifications to *'everyday life'* in their community. This requirement created a demanding question which was unlikely to be satisfied by describing what a super pub and liberal landlord they had in the village. The need to explain the choice of theme was frequently ignored though most identified five images with some justification.

Answers often described life at school or in the local public house in detail and emphasised their importance in the local community but without mention of how they related to everyday life there. Those choosing 'leisure and sport' or 'local services' were most likely to identify links, but it was not necessarily the prime focus. Those selecting the 'public house' were often the weakest. Under-age drinking appears to be accepted nationally and pool must be one of the most popular sports.

2966 The Social Domain

General Comments:

The examining team felt this was an appropriate test that fully differentiated across a wide range of ability. Very few flippant or abusive answers were identified and it was felt that most candidates tackled the paper in an earnest, even engaged, manner although there was the suggestion that there was reliance on general knowledge rather than a taught General Studies. Course in many cases. Written communication was generally clear but spelling often weak. There were very few rubric problems.

The use of cartoons seemed to empower a number of candidates, although some spent far too much time analysing the cartoons (a media studies approach) rather than the issues they raised.

Comments on Individual Questions:

Section A

As indicated above, the use of cartoons seemed generally more empowering than a purely textual source, which was obviously a welcome development. As might have been anticipated, childhood and adult obesity and attendant health problems was focused on more frequently than illegal immigration and the state of the NHS but candidates demonstrated knowledge of all the issues highlighted.

Answers to this section were often impressively comprehensive but, by the same token, candidates often spent too much time on this question at the expense of Section B.

Section B

- 2 This was a popular question and one that was generally answered sensitively and with considerable understanding of the relevance issues although there was considerable confusion regarding the distinction between a 'civil partnership' and a 'marriage'.
- 3 Was less successfully tackled on the whole, possibly because more 'hard' information was required. As it was, there seemed to be considerable misapprehension about the nature of trial by jury and the role of judges and magistrates.
- 4 Many candidates missed, or ignored, the opportunity to really engage with the question of what constitutes 'privacy' and why it is important, necessary and desirable (if it is). There was much focus on microcosmic issues (the place of celebrities) and far less on the bigger picture.

2968: Making Connections (Written Examination)

General Comments

There was a small entry for this examination on this occasion but candidates produced a wide variety of responses to questions which posed very different tasks and used two different types of stimulus. These were used in an interesting and constructive ways by candidates in their attempts to interpret the information and develop a coherent and cogent argument. In both questions, candidates were asked to use the sources to support their ideas and when this was done well there were many marks to be gained. The simple lifting of facts and figures merely served as a transmutation exercise and limited any gains for incisive analysis or breadth of knowledge. It is important in this paper to make connections and the best candidates did this with some panache. It is pleasing to note, once again, that the perennial message of good domain coverage is reaching into centres and the minds of their candidates. The best scripts were well planned and executed with fine expositions sandwiched between erudite introductions and codas. It is in the closing moments of an essay that the reader can glimpse something of the writer's flair and panache as the key components and threads of an argument are sewn together to reach a satisfying and fitting conclusion. At worst, the ill-prepared candidate produced no more than a series of poorly disguised lifted data and phrases from the sources without any tangible development or analysis.

Planning appears more discreet and there is a distinct absence of sketches before the main body of work. This is in no way detrimental to candidates' efforts or the overall outcome of the examination. In a number of essays, the writing was eloquent, thoughtful and showed a clear empathy for the source material and its implications. Most importantly, there were some encouraging glimpses of candidates examining the dilemmas which both the evolution of television and the development of the GM industry posed for their own lives and society as a whole. In this way, the precious marks available for assessment objective four (AO4) were released and a very good essay immediately became outstanding. On the other hand, the statement of little more than the author's views prevented any sort of ignition taking place and the result was an essay that barely crept out of band 4 (11 – 20).

There was evidence of good reference to the three domains, even when one of the three may have remained rather subdued. Nonetheless, the making of connections is crucial in this paper and examiners were very pleased to see the majority of candidates making a good attempt to fulfil this requirement.

Time management seemed good in most cases but there was a tendency to spend a little longer on question 1 since this appeared to be a topic with which most candidates were more comfortable. The quality of English was good and there were examples of poorly presented or badly written scripts though the overall standard of spelling, grammar and syntax remains static.

Comments on Individual Questions

- 1 The question comprised three sources about television ownership, viewing shares, and viewing hours. Source 1 informed of the steady increase in ownership of televisions since 1956 and the rapid growth since 1979. It also informed of how many homes contain many more than one television. In Source 2, the evolution of channels is revealed, the effects of cable and satellite broadcasting and how this has impacted on the terrestrial networks. In Source 3, viewing hours are analysed and it is possible to see an overview of the peaks and troughs of peoples' viewing habits throughout the year. In tracing the evolution of the television candidates had the choice of providing a commentary and interpretation of the sources then going on to look at the effects and implications that each of these had on the

domains. Alternatively, they could have simply looked at the sources then discussed evolution in each domain using the sources as evidence. Neither approach was favoured though these were the keys to a successful attempt at this question particularly if the candidate supported their views and findings with examples from historical or contemporary television schedules.

With reference to culture, good responses would home in on diversity and the changing cultural balance in society which has led to more diverse programming. Equally, it was pleasing to note an awareness of the concern for censorship and the ways in which television continues to take a more relaxed attitude to controversial topics which face the world. It was this domain which proved a discriminator in the sense that only the best candidates challenge the media's influence and overpowering presence.

The social issues most visited were the breaking down of family groups by the increased number of channels and special interest programmes as well as identifying the prosperity enjoyed by society since 1956. Many used source 3 to demonstrate the seasonal effect of television (the Christmas peak and the summer low) as well as how society has become more aware of the world's problems through 'instant' news broadcasting and reality television. Some candidates hindered their progress by dwelling too long in the realms of Big Brother as being the most significant style of television broadcast (perhaps due to the sitting of the examination co-inciding with the programme's concluding episodes).

A useful link was made between social status and the incidence of obesity and the 'couch potato' so often referred to as a key problem of contemporary society. In the scientific domain, the most common and welcome references were to cost, quality of broadcast and diversity of service (including accessing the internet, BBCi and the infamous phrase 'press the red button.')

Examiners saw many essays that simply described the sources – very well and very detailed – but offering no argument or interpretation as to why the television has evolved the way it has. Indeed, the television has been a major influence on people's lives, a fact agreed with by most candidates, but this influence has been both positive and negative. The best scripts identified this important feature.

Though examiners were encouraged and heartened by the attempts of candidates to use the sources intelligently, Centres are reminded that it is possible that numerical and statistical data may well be used in future examinations as source material and that the inclusion of analysis of information of a similar style should be incorporated into General Studies' Schemes of Work.

- 2** The question comprised of three written extracts on the subject of genetically modified (GM) products. Source 1 highlighted the government's need to decide whether to open our market to US GM foods as well as looking at the more detrimental aspects of GM. In source 2, the author examines Christian ethics, and in source 3 there is a clearly positive view of GM products and how they benefit our world. In constructing a very good answer the candidate had to consider two sides: the positive benefits of opening up new avenues and opportunities in agriculture, food and medicine balanced against the fact that the introduction of GM products can and will do us harm and is a threat to the natural world.

In many cases, candidates failed to produce a balanced and logical account, choosing to attack the 'unnatural' approach of GM producers in favour of a wholly organic world. The irony was that in reality, these candidates then went on to contradict their argument by proposing the maintaining of the status quo, a society where one survives day to day on the majority of 'man-made' products.

What was sought was an examination of selection of issues which could originate from any of the domains and in no particular order. The most popular arguments in favour of GM products were increased yields of crops and the way in which this may help the Third World hunger problem. Candidates also warmed to the idea of bigger vegetables in the supermarket that would appear more perfect in shape and colour but usefully balanced this by reference to the fact that massive production of food would see the 'small man' wiped out, never to reappear. Perhaps the most compelling reasons were cited using source 3; for most candidates, it seems that anything that will improve the world's health is worthy of support irrespective of the social and ethical implications this has – a strong argument if posed with moderation and compassion for those who it may affect.

It seemed easier for candidates to find reasons not to support GM products. The process was rightly identified as new and risky and therefore this presents its own problems and promotes deep scepticism. The idea of 'playing God' surfaced many times and candidates rightly examined some of the issues found in source 2 to search for evidence and supporting argument. Examiners were perplexed by some candidates' need to divert their attention to the idea of cloning and test tube babies as a way of defining and wrestling with the issue of GM products. These may indeed be connected issues which it is possible to refer to but it was not seen as appropriate to base a whole essay on any of these developments.

Essays appeared shorter and poorly resourced in comparison with question 1 and examiners were disappointed with the apparent lack of general, additional information which candidates presented in support of their case. The development of GM products and their impact on society is an important issue in the contemporary world and should be an integral feature of any General Studies course. What was sadly lacking was evidence of candidates' own views or speculation about the implications of a changing attitude towards such products, most choosing to remain within the bounds of relative safety within the sources offered.

**Advanced GCE General Studies 3831/7831
January 2006 Assessment Session**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2961	Raw	100	74	66	58	50	43	0
	UMS	90	72	63	54	45	36	0
2962	Raw	100	69	61	54	47	40	0
	UMS	90	72	63	54	45	36	0
2964	Raw	100	74	66	59	52	45	0
	UMS	120	96	84	72	60	48	0
2965	Raw	100	69	62	55	48	41	0
	UMS	90	72	63	54	45	36	0
2966	Raw	100	75	67	60	53	46	0
	UMS	90	72	63	54	45	36	0
2968	Raw	100	69	63	57	51	46	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)

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

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

	A	B	C	D	E	U	Total Number of Candidates
3831	9.3	26.2	48.3	69.0	85.4	100.0	2893
7831	16.6	36.0	62.7	84.0	95.5	100.0	480

3373 candidates aggregated this session

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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