

**General Studies**

Advanced GCE A2 7831

Advanced Subsidiary GCE AS 3831

**Mark Schemes for the Units**

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**June 2006**

**3831/7831/MS/R/06**

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OCR Publications  
PO Box 5050  
Annersley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 870 6622  
Facsimile: 0870 870 6621  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

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**Advanced Subsidiary GCE General Studies (3831)**

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**Mark Scheme 2961  
June 2006**

### Guidance for Examiners

Use the following annotations. **Do not use ticks in Section B.** In any one script you are not expected to use all of these.

Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
NAQ	not answering the question
e.g.	appropriate example
Sp/G/Eng	spelling, grammar and language error; you are not expected to correct all of them
(....)	indicates a choice or a key phrase
D	description
R	reason
Rep	repetition, often of the question

### Stages to an essay mark

Read and annotate the candidate response.

Review your annotation, even count up the points if it helps to be consistent, and then consider in which band the answer is located.

Consider its position within the band and a possible mark. Fine tune the mark by thinking about Assessment Objectives.

Write a one or more line comment reflecting the AO statements.

e.g. AO1	good knowledge very limited knowledge and e.g.
AO2	clearly written inaccurate Spg
AO3	examples given
AO4	personal experience relevant restricted personal experience

Enter the final mark in a circle.

The front cover of each answer booklet should show the marks awarded by the examiner for questions 1, 2, 3 and the marks for the (a) and (b) of the question chosen in Section B. The total for these five marks should be shown. Each of these marks should show evidence of checking and the cover initialled by the examiner and checker.

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

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

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



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

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

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

## Section A

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

## Indicative Content

## Source 1

1 (a) With reference to Source 1, what do you understand by the following terms:

- (i) **‘the diminution of one’s powers’ [line 2]**  
the lessening/slowing down/decline (1) of a person’s abilities/faculties/ control (1) or ability to complete tasks/solve problems (1).
- (ii) **‘injustice and oppression’ [line 3]**  
the unfair treatment of people (1) who are abused and treated cruelly by others (1).  
In both (i) and (ii) allow **one** additional mark for development or an example.

[6]

(b) Why might Tutu think that Heaven will be a place where ‘accidents will not happen any more’? [line 5]

Heaven is a place of safety and protection (1) where there are none of the dangers of earth (1) because Heaven is perfect (1) and accidents are imperfect (1).

**One** mark for each point or **2+2** for two points with some expansion or development.

[4]

(c) What does Tutu imply when he says?

- (i) **‘Heaven is a community’ [line 11]**  
a place where all people live together as a group (1) in a utopia or promised land (1) irrespective of their age, race, beliefs and wrong-doings/with a common aim (1).
- (ii) **‘a person is a person through other persons’ [lines 11-12]**  
through the help/guidance/good examples of others (1) interpersonal relationships in some form (1) people learn how to be good/loving/caring/respected human beings/through having the opportunity to do good through others (1).  
In both (i) and (ii) allow **one** additional mark for development or an example.

[6]

(d) Explain Tutu’s feelings towards the release of Nelson Mandela

- (i) **from Tutu’s personal point of view**  
They are good friends and so this was a particularly important event (1) which he thought would never happen – a miracle (1). Over the years he had thought that there was no way out and that Mandela would never be released, then this sudden shock (1). It may be the start of a new world (1) a new beginning (1) for the oppressed (1). His suffering was not in vain (1).

**(ii) in terms of the effect it had on others**

People were becoming despondent (1) as a result of the many years which had gone by fighting apartheid and racial equality (1). Some thought that the 27 years of struggle were a waste (1), others that it was worth it as it gave Mandela a special standing in the eyes of others and a degree of moral power (1). Mandela's credibility was increased in the eyes of the people (1). **[8]**

Candidates may choose to answer this question from a prospective or retrospective viewpoint. Allow one extra mark in each part of the question for development of ideas or the inclusion of examples.

**(e) Explain the assurance given to Brandreth by Tutu in lines 25-30.**

He considers Brandreth to be:

- like so many other people
- missing something in his life
- troubled and worried.

but he is reassuring towards him by saying:

- God understands his inability to believe in him
- that he knows that this is the scepticism of an intelligent man
- be yourself, you have worth and you matter a great deal, meaning that all human life is valuable irrespective of what imperfections you may think you have. **[6]**

<b>5-6 Marks</b>	A clear understanding of the response with supporting statements.
<b>3-4 Marks</b>	An attempt to paraphrase the response showing some understanding of the underlying ideas.
<b>1-2 Marks</b>	A basic response with one or two simple statements, unsupported.

**2 Source 2 contains three references to faith. Choose one and explain your interpretation of the quotation. **[5]****

**Quotation 1** is taken from the New Testament and ranks faith lower than love; reference to the strength that faith promotes in the individual is significant. Yet without love this is worthless and meaningless.

**Quotation 2** is Dickens in a political jibe suggesting that the amount of confidence which he has in the government is too small to measure, but his faith in the people of his [or a] country has no limits.

**Quotation 3** is Benn using faith in the religious context and this could include reference to any conflict, personal, national or global where a person gives their life to their country/the glory of God. Doctrine is used in the context of teachings or beliefs, possibly from an extreme source, which exert such a powerful influence that they cause people to kill.

<b>5 Marks</b>	A clear understanding of the response with supporting statements.
<b>3-4 Marks</b>	An attempt to paraphrase the response showing some understanding of the underlying ideas.
<b>1-2 Marks</b>	A basic response with one or two simple statements, unsupported.

- 3 Prepare a short talk for a class discussion on the importance of faith and trust in a school or college community. Use about 150 words of continuous prose. [15]**

The main components should be:

- What is faith?
- What is trust?
- How they can help the school environment?
- Two examples of faith and/or trust.

<b>12-15 Marks</b>	The talk contains very good ideas of faith and trust, with relevant examples and is communicated articulately, with respect to the audience.
<b>8-11 Marks</b>	The talk contains good ideas on faith and trust, uneven examples and is communicated with satisfactory understanding of the intended audience.
<b>4-7 Marks</b>	The talk contains satisfactory ideas on faith and trust with weak examples or none at all and is weakly communicated with no sense of audience.
<b>1-4 Marks</b>	A short, unbalanced, weak talk with many errors.

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

- 4 (a) Briefly outline two ways in which the choice of leisure pursuits can be influenced by a person's background.

#### Indicative Content

All categories of leisure pursuits can be covered though sport is likely to be the most popular choice.

Leisure pursuits are seen as:

- a major contribution to fitness
- a way of developing inherent skills which cannot be practised in the work-place e.g. crafts, music
- a chance to realise ambitions which were thought to be unattainable e.g. performing on stage, playing for a team competitively [though not professionally]
- the opportunity to meet people and form friendships
- the linking of physical or mental pursuits with holidays e.g. outdoor activities such as sailing, climbing, walking etc.

Influences used may include:

- family
- neighbourhood
- religion
- cultural tradition or patriotism
- peer pressure.

There may be several other ways which are valid and may be personal to the candidates' experience.

Award up to **four** marks for each way. **Two** marks are available for a well-constructed and accurately written response.

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

- 4 (b) Discuss the extent to which travel shapes our understanding and appreciation of the beliefs and values of other cultures. Refer to at least two of your own travel experiences which may be local, national or international. [40]

#### Indicative Content

Candidates may begin with an explanation of the 1<sup>st</sup> sentence and this would form the basis of a good opening paragraph. There may be more than one interpretation of how travel 'shapes our understanding' particularly if the essay focuses on young peoples' expanding experience of life by going on holiday without their parents. This is not where the essay should be directed.

Beliefs and values of other cultures might be shaped by:

- first-hand experience of other traditions and lifestyle, not just what is portrayed in the media
- comparing the lot of others to our own, and realising the different values placed on things
- understanding of how fortunate and 'advanced' Western culture is, though this may be seen as a negative point in comparison to the simplicity of the others' lives
- a realisation of the strength in family relationships in other cultures, and the importance of the family unit
- seeing how much influence religion has on people's upbringing and lifestyle, where observance and devotion are key points in human development
- an appreciation of the broader picture of the earth's evolution and development
- seeing the varying pace of development from place to place, country to country
- understanding that the intolerance which humans show to one another is perhaps unjustified
- observing the many different and varied localities and neighbourhoods which are passed through during one's day to day existence which might be determined by race, religion, socio-economic group
- the experience of staying with relatives or friends in a different part of the UK.

There is the opportunity here to cover anecdotes of holiday experience but equally it is possible to include exemplars from visits to different parts of our own country, not just holiday locations. For example, first-hand knowledge of the inner city areas of our large cities like London, Birmingham and Manchester allows us to appreciate the variety and difference in beliefs and values of the people who live there compared with our own.

**Band 1** answers will include reference to beliefs and values, using two selected 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 unbalanced and the supporting analysis and examples will be sketchy and limited, perhaps only referring to holiday stories. 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 or any attempt to fully analyse ideas. 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	

- 5 (a) Briefly outline two benefits of different parts of the United Kingdom retaining their own languages and cultures. [10]

#### Indicative Content

The question may be answered holistically or by reference to one particular part of the UK. It should be noted that Eire is not part of the United Kingdom and such answers will not exceed Band 5.

Possible benefits might be:

- the retention of a national or regional identity
- further detachment from the cultures of neighbouring countries
- the preservation of traditions
- a perpetuation of tourist attractions which might attract foreign visitors
- becoming the integral feature of devolution and the maintenance of a separate set of laws and codes.

Award up to **four** marks for each benefit. **Two** marks are available for a well-constructed and accurately expressed response.

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

- 5 (b) Analyse two positive and two negative effects that joining the European Union has had on British cultural identity. [40]

### Indicative Content

Candidates may describe what they think the EU is and this would constitute a good opening paragraph. This might include some reasons for joining which, though contributing to the overall picture, are not important parts of a solid answer and should not form the main part of the essay: this is **not** an economics question.

Positive effects might include:

- allow freer passage between states thereby promoting more access to other cultures
- the process of breaking down some of the language barriers, though English still remains the most spoken language
- the promotion of more understanding and tolerance of other cultures engendering a sense of community, being part of one state with common aims and interests
- a strengthening of the UK's position as a leading nation in the world opening up the cultural richness of our country to our partners and neighbours
- the final reconciliation after the wars of the 20th century and the reduction of the likelihood of history repeating itself.

Negative effects might include:

- the dilution of our national identity by the expansion of our multi-cultural society
- a diminishing sense of individuality as the UK is now part of a larger union in Europe [though the retention of the £ lessens this]
- a changing of attitudes and established patterns of behaviour due to the influence of other countries and European laws
- a sense of resentment towards other countries that appear to want to lead the EU, thereby suppressing UK culture
- an increase in political conflict in the UK.

**Band 1** answers will include reference to two positive and two negative effects and successfully present evidence through analysis and 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 favour of positive or negative effects and the supporting analysis and examples will be sketchy and limited. The essay structure will be satisfactory, adequately paragraphed, but lacking in 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 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.

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

- 6 (a) Briefly outline two possible changes to everyday life that one of the following categories of television programme has encouraged:

Cookery;                  Gardening;                  DIY;                  Antiques.

[10]

**Indicative Content:**

Though there are four different categories of programme there are common factors which have led to effects such as:

- being more health conscious
- being more adventurous in choice
- being more caring about our environment
- being more 'hands-on'
- major changes in retail sales and the evolution of new brands
- the popularising of household chores
- the realisation of value in possessions that are taken for granted
- the notion that ready-made is not necessarily the easiest or best.

Candidates may refer to shows such as:

- The Naked Chef
- Ready Steady Cook
- Ground Force
- DIY SOS
- Antiques Roadshow
- Bargain Hunt/Flog It.

There are **many** others.

Award **four** marks for each of the ways which include appropriate examples. **Two** marks are available for a well-constructed and accurate response.

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

- 6 (b) Discuss and analyse two positive and two negative views on the values portrayed by 'reality' television shows. [40]

### Indicative Content

It is likely that an essay may begin with a definition of a reality television show and examples may be cited such as:

- Big Brother
- I'm a Celebrity ...
- The Osbornes
- The Salon.

**Positive views** may include:

- the opportunity to be a 'fly on the wall'
- the chance to see people out of their public context and in an everyday situation
- the attraction of watching things 'live' rather than 'cut' which allows for the unexpected
- the sharing of people's personal feelings, bad and good and relating them to one's own
- the enjoyment of observing others suffer in situations one would not like to be in oneself.

**Negative views** may include:

- the engineering of a culture of voyeurism
- a lack of control over censorship and an opportunity to stretch the boundaries
- the repetitive, static, mundane content of the episodes
- the apparent lack of real entertainment as most events are artificially constructed
- the quality of the participants.

**Band 1** answers will include reference to two positive and two negative views and successfully present evidence through analysis and reasoning as well as recollecting events which serve as a clear illustration. Essays would 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 favour of positive or negative views and the supporting analysis and examples would be sketchy and limited. The essay structure would be satisfactory, adequately paragraphed, but lacking a sense of direction and clear conclusion. The style of communication would be competent with some errors and 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 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.

**Mark Scheme 2962  
June 2006**

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	AO2	clearly written inaccurate Spg
	AO3	examples given
	AO4	personal experience relevant restricted personal experience

Enter the final mark in a circle.

The front cover of each answer booklet should show the marks awarded by the examiner for question 1(a), 1(b), 1(c), 1(d), 1(e), 1(f), 2(a), 2(b), 2(c), 2(d), 2(e) and the marks for the (a) and (b) of the question chosen in Section B. The total for these 11 marks should be shown. Each of these marks should show evidence of checking and the cover initialled by the examiner and checker.

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

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

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



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

1 John inherited £16 000 from his aunt.

He decided to invest  $\frac{1}{4}$  of it in Bank X.

(a) (i) For this amount calculate how much interest John received after three years from Bank X. Give your answer in pounds. [3]

600 seen, no working [3 marks]

$$\begin{aligned} \text{correct substitution} &= \frac{4000 \times 5 \times 3}{100} \\ &= 600 \end{aligned} \quad [3 \text{ marks}]$$

incorrect answers can score part marks

£4000 for  $\frac{1}{4}$  of 16000 [1 mark]

£ 200 for 5% of 4000 [2nd mark]

$$\begin{aligned} &\frac{4000 \times 5 \times 3}{100} = 2m \\ &\text{correct sub} \end{aligned}$$

assume answers are in pounds when units are not stated.

(ii) How many years would it take John to double his investment? [2]

20 [years] [2 marks]

John needs to double his £4000 investment to £8000

This means he needs to earn £4000 in interest [1 mark]

$$T \text{ (the number of years)} = \frac{100 \times 4000}{5 \times 4000} = 20 \text{ years [1 mark]}$$

(b) John decided to put the remaining £12000 in Bank Y. How much money did John have in Bank Y after 3 years? Give your answer to the nearest pound. [4]

£13 498 [4 marks]

$$\begin{aligned} \text{correct substitutions } A &= 12000 [1 + 4/100]^3 \\ &= 13498.368 \\ &= \text{£}13498 \quad \text{to the nearest £ [4 marks]} \end{aligned}$$

incorrect answers can score part marks:

£13498.368 or £13498.37 [3 marks] not rounded to the nearest £

$$12\ 000 [1 + 4/100]^3 = \quad [2 \text{ marks}] \text{ correct substitution/incorrect answer}$$

$$(120\ 000 \times 1.04) = \text{£}12480 \quad [1 \text{ mark}] \text{ calculation for 1 year only}$$

(c) Explain the difference between simple interest and compound interest. [4]

Simple interest - the interest is the same every year/the principal remains the same each year.

Compound interest - interest on the interest/the principal increases each year so the interest earned also increases each year if the money is left in the bank.

Compound interest gives better return over a period of time/long term.

2 marks for explaining simple interest.

2 marks for explaining compound interest.

- (d) **One year ago Megan invested her money in Bank Y and now has £15 152.80. How much money, in pounds, was originally invested?** [2]

$15152.80 \div 1.04 = £14 570$  [2 marks] no units required  
 part marks for correct working out but incorrect answer  
 e.g.  $£15 152.80 \div 1.04 = \dots\dots\dots$  [1 mark]

- (e) **John could have chosen to invest in Premium Bonds.**

Here is part of the NS&I (National Savings & Investments) publicity material 'We're increasing your chances of winning ...someone with the maximum of £30 000 investment who enjoys average luck would win 15 tax-free prizes a year - from £50 right up to our jackpot of £1 million. Premium bonds are 100% secure. You can get your money back whenever you want'.

- i) **According to the publicity material, how many prizes per year might someone with an investment of £16 000 expect to win?** [2]

8 CAO [2 marks]

- ii) **Each month the total number and value of prizes vary. Suggest two factors which may account for this variation.** [2]

- the rate of interest
- the number of bondholders
- value of fund

Any other reasonable suggestion [1 mark for each suggestion].

Info: The prize fund for each month is equal to one month's interest on each Bond eligible for the prize draw for that month. The rate of interest is determined by the Treasury from time to time.

- iii) **Some people might see Premium Bonds as an attractive investment. Suggest three reasons why.** [3]

Ideas might include:

- excitement of being eligible for a large money prize but without losing the investment (e.g. as in the lottery)
- frequent chances of winning a prize without further investment
- a temporary location with no risks attached
- tax free prize
- celebrity endorsement

Any other reasonable suggestions [1 mark for each suggestion].

- (f) **Suggest three factors John might need to think about before transferring his inheritance from his savings accounts to premium Bonds.** [3]

- that bonds are only eligible the month following the purchase
- that the money is not instantly available
- that he might need the money for emergencies
- that he cannot be sure of winning a prize, even a small prize
- that the money will depreciate in time
- that he will not receive any interest

Any other reasonable suggestions.

**Total [25] marks**

- 2 Identify one example of each of the following. For each example, outline one advantage and one disadvantage. [25]**
- (a) a renewable source of energy**  
 (a) wind, tidal, solar, wave, biomass, hydroelectric, hydrogen  
 adv. infinite, not depleted  
 disadv. low quantity, suitable sites
- (b) a method of contraception**  
 (b) e.g. patch, pill, IUS, implants, injections, male condoms, diaphragms, caps, IUDs, sterilisation.  
 adv. family planning, population control  
 disadv. health risks, costs
- (c) a mission to another planet**  
 (c) must identify a planet, do not penalise candidate for incorrectly naming the mission  
 adv. new knowledge e.g. creation of universe  
 disadv. cost, pollution of space, risk
- (d) genetic engineering**  
 (d) Credit an example which shows understanding of the term i.e. techniques in altering the characters of an organism by inserting genes from another organism e.g. making crops, tolerant to a certain herbicide, resistant to insects, resistant to viral diseases  
 adv. cure for major diseases  
 disadv. designer babies
- (e) organ transplantation**  
 (e) e.g. kidneys, heart, liver; accept tissue transplantation e.g. cornea  
 adv. life saving, improved quality of life  
 disadv. high costs, diverts funds

Credit other relevant examples and development

Example [1 mark]

For simple advantage and disadvantage [only 1 mark each]

For developed advantage and disadvantages [2 marks each] [1+2+2]

Answers must expand on the advantage/disadvantage not just restate words in the question e.g. 'the advantage of a renewable source of energy is that it is renewable' is insufficient to score marks. [5x5]

**Section B**

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

- 3 (a) Identify a sporting activity that would be appropriate for each of the following. Use a different sport for each and justify your choices.**
- (i) an overweight person**
  - (ii) a teenage wheelchair user**
  - (iii) a pregnant woman**
- [10]**

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

**Indicative Content**

Candidates need to identify a sport appropriate to each and then justify their choice. Three different sports need to be identified.

E.g.

- an overweight person – running: running clubs are available, stimulates the heart, can be done at any time, will increase metabolic rate and weight will be lost at a steady rate
- a teenage wheelchair user – basketball: strengthens the upper body, encourages use of reflexes, mentally stimulating, accessible to wheelchair users, opportunities available locally, good TV image
- a pregnant woman – swimming: all round fitness, reduces impact of weight gain, fairly cheap, local classes may be available

Candidates will obviously offer a wide range of examples and justifications.

Candidates who use the same sport and justification for two or more – max Band 3.

1 mark for identification of sport

2 marks for development of each max 8 marks

2 marks for AO2

[2/3,2/3,2/3,2]

Recommended annotation:

S<sub>1</sub> S<sub>2</sub> S<sub>3</sub> for identified sport.

- (b) 'More and more people of different ages are taking part in active sports e.g. walking, running, cycling.' Why? [40]**

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

**Indicative Content**

The 40 mark generic mark scheme should be applied.

Candidates may choose to start by defining what they understand by 'active sport' and credit should be given for this.

The answer can be approached in a variety of ways:

- candidates may choose to identify different age groups (go with the candidate's ideas of 'age groups') and then discuss why the chosen sport is more appropriate to one or more ages or
- candidates may choose to identify different sports and discuss the attractions of each sport

E.g.

young adults: jogging – good overall exercise maintain weight, contributes to success in other sports, can be done alone or in a group, challenges available – highly publicised marathons, a sport with a good image

middle-aged people: cycling – something the whole family can do, limited expense (after initial purchase of equipment) good overall fitness, greater awareness of health risks e.g. heart attacks, obesity and need for regular exercise, a good balance to sedentary jobs, an environmentally friendly way to travel

older people: walking – a good way to maintain all round fitness, no equipment needed, mental stimulation, walking groups for older people, can be as much or as little as required.

**Band 1** answers will consider at least 3 age groups and give clear reasons for the increased participation. Answers must make the link between sport and age group. Give credit for answers that consider the changing physical abilities and mental needs of people as they age.

**Band 3** answers will consider at least 2 age groups and make some attempt to explain trends but no clear link made between sport and age group.

**Band 4** limited attempt to differentiate between age groups with only very brief references to sports and trends.

Recommended annotation:

A<sub>1</sub> A<sub>2</sub> A<sub>3</sub> for age groups.

S<sub>1</sub> S<sub>2</sub> S<sub>3</sub> for identified sports.

Add credit for:

- developed introduction
- personal knowledge and experience
- relevant examples.

- 4 (a) Describe, with an example, how a different mathematical technique is used in each of the following employment areas: [10]
- government
  - manufacturing
  - agriculture

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

### Indicative Content

Candidates need to identify the three mathematical techniques and then say how they are used in the three areas. Candidates are not required to be precise about the employment they are referring to under the three given headings however, if they do so, this needs to be credited.

Mathematical techniques can be considered under three main headings:

Number/Algebra	Shape, Space & Measures	Data Handling
number and numerical methods number management problem solving sequences, formulae & equations	properties of shapes transformations measures	data collection, representation, analysis and interpretation probability

government	use of <b>formulae</b> to allocate funding to local gov/schools to ensure fairness Office of National Statistics <b>collects data</b> e.g. census returns, in order to inform government policy/ <b>predict</b> the number of new schools/hospitals that may be needed to meet future needs
manufacturing	in the car manufacturing business the parts of a car have to be assembled in a <b>logical</b> order to maximise efficient use of labour/use of robots a carpet manufacturer measures the quality of their carpets by measuring the <b>density</b> of the fibres/wool a newspaper printing works will use <b>sampling techniques</b> to take random samples of newspapers on the line and check that the colours in the newspaper align
agriculture	farmers will need to keep <b>financial accounts</b> of their business and use <b>percentages</b> to calculate their tax returns <b>areas</b> of farms need to be measured when farms are sold. If farmers want to claim funding for woodland areas these parts will need to be measured farmers will need to use <b>spreadsheets</b> to monitor crop yields and <b>predict</b> what crops need to be planted in following years

Candidates who use the same technique and justification for two or more max Band 3.

1 mark for identification of mathematical technique

2 marks for development of each max 8 marks

2 marks for AO2

[2/3,2/3,2/3,2]

Recommended annotation:

G for government, M for manufacturing, A for agriculture.

- 4 (b) Why is it so important that pupils learn to understand and use a variety of mathematical techniques (e.g. graphs, percentages, probability) while they are still at school? [40]

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

### Indicative Content

The 40 mark generic mark scheme should be applied.

The question is in two parts. Candidates need to show some appreciation of the range of mathematical techniques taught (and hopefully understood) in school and then say why it is important that these techniques be learnt in school rather than later in life. It is an opportunity for candidates to make some evaluation of the mathematics learnt in schools.

- i) Mathematical techniques are used in all areas of the curriculum – e.g. tables and graphs are used in history, percentages are used in geography (e.g. population distribution), simple and complex equations are used in the sciences, coordinates. Pupils who understand these techniques will therefore be more successful in other areas of the curriculum leading to success in examinations and better prospects in the future.
- ii) Many of the mathematical techniques taught especially at KS4 may seem irrelevant to many students e.g. quadratic and more complex equations, statistics and probability but these are an important foundation and may be needed in the future.
- iii) In today's world there is an expectation that all adults be literate and numerate. To be able to deal with the demands of the adult world an understanding of the number system is essential and expected. Other techniques e.g. understanding probability may not be essential but lead to better understanding of the world in which we live e.g. understanding opinion polls, interpreting graphs on the TV news.
- iv) Mathematics is a core subject in which fundamental knowledge and skills are taught and are both integral to problem solving and handling the vast array of data presented to people in adult life.
- v) Students leaving school will be expected to be able to manage their own finances – working out rates of pay, understanding income tax rates and coding, comparing transport costs, budgeting.

The second part of the question asks candidates why these skills should be learnt at school:

- one of the main arguments may well have been stated implicitly above e.g. success in other subjects leading to examination success and further prospects.
- if students have learnt a technique at school it is much easier to revise these techniques rather than learn them from scratch.
- it is harder to study, e.g. attend an evening class or register for an OU course, when there are family commitments and other financial demands.

**Band 1** answers should be well balanced, consider at least 3 different mathematical techniques and make a good case for them to be learnt/or not learnt in schools. Better answers will refer to the problems of learning in later life.

**Band 3** answers although they may be poorly balanced mathematical techniques will be identified and there will be some attempt to consider the importance of these techniques at school and/or in later life.

**Band 4** answers will generally be brief and may just list techniques with limited development. However an answer at the top of the range will contain some relevant points and make a brief assessment.

Recommended annotation:

T<sub>1</sub> T<sub>2</sub> T<sub>3</sub> for techniques identified.  
Ev evaluation of importance.



- 5 (a) 'Whenever possible people in the UK today prefer to travel by motorway'.  
Using three examples, explain how this statement is valid in some cases but not in others. [10]

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

### Indicative Content

Candidates need to give:

1/2 examples of people who would prefer to travel by motorway and explain why and  
1/2 examples of people who would prefer not to travel by motorway and explain why.

Max Band 3 if both sides not considered.

Those who prefer to use motorways:

- road haulage drivers – motorways are more convenient and faster, easier for lone drivers to navigate, regular lorry parks and refreshments, safer travel
- families on holiday – motorways are more convenient, faster with more direct links to airports but delays could mean missing planes/other connections
- bus company drivers taking football supporters to a match – supporters want to reach their destination as quickly and safely as possible and are not interested in the scenery.

Those who prefer not to use motorways:

- tourists on a coach holiday – would not want to travel by motorway as they want to see the countryside/take the scenic route and are not necessarily concerned about speed and connections
- people shopping – will use local shops or out-of-town centres but prefer to travel on roads where traffic does not move at motorway speeds
- people who want to reduce pollution – these people will avoid using motorways and instead look for alternative methods of transport e.g. railways, cycling
- commuters – where motorways do not link their homes and destinations.

1 mark for identification of user

2 marks for development of each max 8 marks

[2/3,2/3,2/3,2]

2 marks for AO2

Recommended annotation:

U<sub>1</sub> U<sub>2</sub> U<sub>3</sub> for user.

- (b) The increasing congestion on motorways is forcing politicians to consider different ways of improving travel. Examples include: [40]
- widening motorways and increasing the number of traffic lanes
  - introducing a variety of toll charges
  - improving railways
- Examine the disadvantages of these on the environment.

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

### Indicative Content

The 40 mark generic mark scheme should be applied.

The emphasis of the question needs to be on the effects on the environment. Candidates need to consider each of the headings and then develop their ideas on the disadvantages.

#### Widening motorways and increasing the number of traffic lanes.

Disadvantages:

- encourage more travel/increase fuel consumption
- increase pollution levels/contribute to global warming
- loss of land/trees/natural habitats/wetland areas
- increased noise, light and visual pollution.

#### Introducing a variety of toll charges.

Disadvantages:

- may encourage drivers to avoid toll roads and travel through villages thus increasing pollution levels and damaging village communities
- may not affect traffic levels as costs will be absorbed.

#### Improving railways:

Disadvantages:

- may take up large expanses of countryside for the track
- cost for improving the railways will have to be passed onto the consumer, so fares will inevitably go up thus pushing people back onto the roads.

**Band 1** answers should contain disadvantages for each suggestion. Ideas should be clearly developed with relevant examples and some evaluation.

**Band 3** answers should be relevant but may lack balance considering one or two aspects of each suggestion.

**Band 4** answers will be brief and may just list advantages and/or disadvantages with limited development.

Recommended annotation:

W- disadv. of widening motorways.

T- disadv. of toll charges.

R- disadv. of improving railways.

**Mark Scheme 2964  
June 2006**

### Guidance for Examiners

Use the following annotations. **Do not use ticks in Section B.** In any one script you are not expected to use all of these.

<b>Yes</b>	recognises a point worthy of credit
<b>Dev</b>	a developed point or development of a point
<b>No</b>	a content error
<b>NAQ</b>	not answering the question
e.g.	appropriate example
Sp/G/Eng	spelling, grammar and language error; you are not expected to identify all of them
(...)	indicates a choice or a key phrase
<b>D</b>	description
<b>R</b>	reason
<b>Rep</b>	repetition, often of the question

### Stages to an essay mark

Read and annotate the candidate response.

Review your annotation, even count up the points if it helps to be consistent, and then consider in which band the answer is located.

Consider its position within the band and a possible mark. Fine tune the mark by thinking about Assessment Objectives.

Write a one or more line comment reflecting the AO statements.

eg	AO1	good knowledge very limited knowledge and eg
	AO2	clearly written inaccurate Spg
	AO3	examples given
	AO4	personal experience relevant restricted personal experience

Enter the final mark in a circle.

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

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

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

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

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

**Section A**

Answer **all** of the questions in this section.

- 1 The following summaries are taken from the Labour Party documents in 1945 and 2004. They summarise those parts referring to economic policy.**

**Labour Party Manifesto in 1945**  
**Let Us Face the Future**

The Labour Party submits to the nation the following industrial programme.

- 1 Public ownership of the fuel and power industries including coal, gas and electricity.
- 2 Public ownership of inland transport including rail, road, air and canal in a unified system.
- 3 Public ownership of iron and steel.
- 4 Public supervision of monopolies and cartels to prohibit anti-social practices.
- 5 State support for export industries so that we can pay for the food and raw materials imported.
- 6 Economic and price controls so that every citizen gets fair play, including homes for all before luxuries for the few.
- 7 Better organisation of government and the Civil Service.

[www.labour-party.org.uk/manifestos/1945](http://www.labour-party.org.uk/manifestos/1945)

**Labour Party Briefing Document in 2004**  
**The choices for Britain**

- 1 Provide for 750,000 people to achieve basic skills.
- 2 Promote venture capital in every region.
- 3 Invest £180 billion in transport, with 25 local rail and tram schemes.
- 4 Raise the minimum wage to £4.20.
- 5 Introduce £1000 tax cuts through the Children's Tax Credit for parents of newborn children.

[www.labour-party.org.uk/economicstability](http://www.labour-party.org.uk/economicstability)

State, briefly, what you understand by the following terms:

- |                               |            |
|-------------------------------|------------|
| (a) Party Manifesto (line 1)  | <b>[3]</b> |
| (b) Public ownership (line 4) | <b>[3]</b> |
| (c) basic skills (line 16)    | <b>[3]</b> |
| (d) Invest (line 18)          | <b>[3]</b> |
| (e) Minimum wage (line 19)    | <b>[3]</b> |



For each, one mark for basic statement and two marks for development/examples.

- (a) **Party Manifesto (line 1)**  
Statement prepared by each political party contesting a seat at an election.  
Contains statements on policies/intentions if elected.  
Credit examples of such policies. [3]
- (b) **Public ownership (line 4)**  
Contrasts with private ownership or shareholder ownership.  
May be stated in terms of nationalisation.  
State control of an industry.  
Credit examples. [3]
- (c) **Basic skills (line 16)**  
May be stated in terms of recent 'Basic Skills' initiatives in education.  
Implies ability to read, write, communicate and numeracy (any 2 for a mark).  
Implies level of learning below specific employment skills.  
Needed for everyday life/allow IT. [3]
- (d) **Invest (line 8)**  
Putting money into something/a project or bank  
Achieve return  
Intention to make a positive difference  
To make it a success or work better  
May be in terms of purchase to help achieve an aim  
May be in terms of investment in a person. [3]
- (e) **Minimum wage (line 19)**  
Hourly rate of pay expected in all employment.  
Specified by government.  
Allow discussion or examples  
Provides for a minimum standard of living. [3]

**Total = [15]**

- 2 (a) **Identify, in your own words, five differences in the statements in 1945 from those in 2004. Suggest a reason for each of the differences.** [15]

Five differences at three marks each.

One mark for each limb of the difference and one for reason.

This means, for each difference, one mark for 1945 and one for 2004 with the third mark for a suggested reason.

However the difference may be implied between 1945 and 2004.

May give two marks for reasons if difference gains one mark.

Allow omissions/negatives from either list e.g. no civil service mention in 2004.

Differences include:

Look for words like: whereas/on the other hand/but/unlike

1945	2004
<ul style="list-style-type: none"> <li>• submits to the nation</li> <li>• concentration on broad policies for industry</li> <li>• strong central control</li> </ul>	<ul style="list-style-type: none"> <li>• statements of figures</li> <li>• detailed policy at personal level</li> <li>• allows for private capital investment</li> </ul>
<ul style="list-style-type: none"> <li>• state ownership of transport</li> <li>• fair play for every citizen</li> </ul>	<ul style="list-style-type: none"> <li>• investment but not ownership of transport</li> <li>• benefits to the less well off</li> </ul>
<ul style="list-style-type: none"> <li>• price controls</li> <li>• better organisation of government</li> <li>• broad brush</li> <li>• reform and change</li> <li>• post-war rebuilding</li> </ul>	<ul style="list-style-type: none"> <li>• minimum wages</li> <li>• contract out specialisms</li> <li>• specific figures</li> <li>• consolidation</li> <li>• managing change</li> </ul>

**May be difference of style or substance.**

**Annotation**

**d<sub>1</sub> d<sub>1</sub> r<sub>1</sub>**

- (b) (i) Choose one of the statements from the 1945 manifesto and explain why some people might disagree with it today. [10]
- (ii) Choose one of the statements from the 2004 briefing notes and explain why some people might disagree with it today. [10]
- (i) Allow up to five marks for a well developed point.

**Indicative content**

People in disagreement with 1945 might believe:

- state ownership shown to fail
- degree of competition for companies increases performance
- competition and profit encourage efficiency and investment
- iron and steel now at international scale
- globalisation of economic activity
- food now in surplus in complex economy.

[10]

- (ii) Allow up to five marks for a well developed point.

**Indicative content**

People in disagreement with 2004 might believe:

- nanny state
- loss of entrepreneurial energy
- increased costs decrease competitive edge
- less profit, less investment
- parental responsibility
- free market without regional policy
- implies higher tax regime
- individualism/post Thatcher
- move away from socialism
- state subsidy causes heavy taxes
- minimum wage too low
- other priorities, e.g. education, health.

[10]

Only 1 statement gains credit.

**Section B**

Answer **one** question from this section. Answers must be in continuous prose.  
If bullet points (as list) max. B3.

- 3 (a) **A petrol filling station recently advertised for a cashier at £5 per hour. It would take the cashier 6000 hours (750 eight-hour days) to earn the equivalent of the weekly wage of an international entertainer. Suggest three ways in which this difference can be justified.** [10]

	AO1	AO2	AO3	AO4
Marks	4	2	4	

Three ways at three marks each but reserve two marks for AO2 to a maximum of ten marks.

Check final mark against generic mark scheme.

**Indicative content**

- level of skill/unique talent
- market forces
- size of audience
- revenue
- duration of employment
- link to income attracted
- level of stress
- travel
- costs of job, e.g. bodyguard
- loss of privacy

Some comment on both to achieve full marks.

Annotation

W<sub>1</sub>

W<sub>2</sub>

W<sub>3</sub>

AO2 - 2

- 3 (b) **Employers are always keen to make their workforce more effective and efficient. To what extent is it just a matter of employers offering more money to the workforce?** [40]

	AO1	AO2	AO3	AO4
Marks	10	10	10	10

### Indicative content

More money:

- incentive to work force
- promotion possible
- allows higher standard of living
- attracts better staff
- may remove inequalities with other employers.

Alternative priorities:

- works councils
- training
- career development
- quality control
- self management and initiative
- health and safety
- working conditions
- being valued, employee of the week
- security
- good pensions
- share options.

Band 1	These candidates will describe the advantages of increased finance but also develop the case for other priorities. They will communicate their answers with facility. Crucially they will address the 'to what extent' part of the question, if only in passing.	<b>33-40</b>
Band 3	These candidates will address both aspects of the question though one of them will be more developed than the other.	<b>17-24</b>
Band 4	The answers will be clear though the accuracy of SPG may be limited. These candidates will develop one of the aspects and the other will be mentioned. The structure of the answers will be limited. Recommended annotation Intro Points about money M+ (positive) M-(negative) Alternatives Alt 1, Alt 2, Alt 3... Conc.	<b>9-16</b>

To what extent might be shown by:

- variations due to age, gender
- budgetary costs/bottom line.

- 4 (a) Suggest one meaning for each of the following quotations:

**‘Voters don’t decide issues, they decide who decides issues’  
(George F Will, Newsweek, March 1976),**

**‘If voting made any difference, they would never have allowed it’ (Anon, 2003).**

**[10]**

	AO1	AO2	AO3	AO4
Marks	4	2	4	

One meaning to be suggested for each quotation, four marks each and two marks for AO2.

For each developed point about the statements allow two marks.

Allow challengers to the statements.

Please check final mark against generic scheme.

### Indicative content

Quotation by ‘Will’:

- voters at elections and in referenda do not decide issues
- voters vote for candidates
- elected representatives in their assemblies decide the issues
- decisions may be made on the recommendation of professional officers/civil servants
- there are times, usually when a single issue dominates, that the voters give so strong an indication of approval or disapproval that they do in essence decide e.g. closure of hospital.

Statement from ‘anon’:

- the implication is that voting is a façade
- that once elected the representatives do not follow their mandate
- that the executive or professional officers are expert and really make the decisions.

4 + 4 + 2

Annotation

M<sub>1</sub>

M<sub>2</sub>

AO2

- 4 (b) **To what extent do the advantages of holding a national referendum outweigh the disadvantages?** [40]

	AO1	AO2	AO3	AO4	
Marks	10	10	10	10	

**Indicative content**

Advantages include:

- give national view
- allows people to express point of view
- enable policy to be fine-tuned
- create a national debate
- political involvement at grass roots level.

Disadvantages include:

- many may not participate
- questions can be biased
- result may be inconclusive
- result may be inconvenient
- the power of the popular press
- lack of knowledge of many voters.

Band 1	These candidates will describe a range (generally at least 3 in each) of advantages and disadvantages of referenda. They will communicate their answers with facility. Crucially they will address the 'to what extent' part of the question, if only in passing.	<b>33-40</b>
Band 3	These candidates will address both aspects of the question though one of them will be more developed than the other. The answers will be clear though the accuracy of SPG may be limited.	<b>17-24</b>
Band 4	These candidates will develop one of the aspects and the other will be mentioned. The structure of the answers will be limited.	<b>9-16</b>

	Recommended annotation Intro Advantages Adv 1, Adv 2... Disadvantages Dis 1, Dis 2... Ex for To what extent Conc.	
--	--	--

- 5 (a) **The UK remains short of affordable housing. Briefly outline four ways in which more affordable houses could be made available.** [10]

	AO1	AO2	AO3	AO4
Marks	4	2	4	

Four ways at 2 marks each plus 2 marks for AO2.

Simple statements allow one mark and then 1 mark for development or exemplification.

Note that 'more affordable' may be interpreted as 'an increased number' or 'at a lower price' or 'cheaper to run'.

**Indicative content**

- planning permission restricted to affordable properties
- mixed developments to include some affordable housing
- build more houses for sale and the houses released may become available and affordable
- high taxes on second homes
- build houses for rent and buy (part mortgages).



- 5 (b) **House prices fluctuate but in the long term they tend to rise in many parts of the UK. Assess the advantages and disadvantages of this trend. [40]**

	AO1	AO2	AO3	AO4	
Marks	10	10	10	10	

**Indicative content**

Advantages:

- increases equity/better than renting
- encourage sales
- releases money for older residents
- growth in the economy
- feel good factor.

Disadvantages:

- illusion of wealth
- excludes the less well off
- encourages investment in second homes
- local people have to move away
- first-time buyers and split families may be in difficulty
- regional (area) differences
- rising level of debt for some homeowners.

Be ready to give credit for recognition of the target groups involved in this pattern.

Band 1	These candidates will describe a range (generally at least 2 in each) of advantages and disadvantages of increased house prices. They will communicate their answers with facility. Crucially they will address the 'assess' part of the question, if only in passing.	<b>33-40</b>
Band 3	These candidates will address both aspects of the question though one of them will be more developed than the other. The answers will be clear though the accuracy of SPG may be limited.	<b>17-24</b>
Band 4	These candidates will develop one of the aspects and the other will be mentioned. The structure of the answers will be limited.	<b>9-16</b>

	Recommended annotation Intro Advantages Adv 1, Adv 2, Adv 3... Disadvantages Dis 1, Dis 2, Dis 3... Ass on the assessment Conc.	
--	--	--



**Mark Scheme 2965  
June 2006**

**Guidance for Examiners****Do not use ticks.**

Use the following annotations. (In any one script you are not expected to use all of these.)

Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
NAQ	not answering the question
e.g.	appropriate example
Sp/G/Eng	spelling, grammar and language error; you are not expected to correct all of them
(...)	indicates a choice or a key phrase
Rubric	rubric infringement
D	description
R	reason
Rep	repetition, often of the question
Ev	evaluation

**Stages to an essay mark**

Read and annotate the candidate's response.

Review your annotation, even count up the points, if it helps to be consistent, and then consider in which band the answer is located.

Consider its position within the band and a possible mark.

Fine tune the mark by considering the Assessment Objectives.

Write a one or more line comment reflecting the AO statements.

e.g. AO1	good knowledge very limited knowledge and e.g.
AO2	clearly written inaccurate Spg
AO3	examples given
AO4	personal experience relevant restricted personal experience

Enter the final mark in a circle.

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

### Generic Levels Mark Scheme

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

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

**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 **It has been suggested that the carrying of National Identity Cards containing a 'chip' holding personal information should be made compulsory in the UK. Assess the advantages and disadvantages of the compulsory carrying of National Identity Cards in the UK.** [50]

Indicative content

Such a card may carry personal information such as blood group and other medical information.

Card may also allow identification through finger print and iris recognition. Information on next of kin and address.

Advantages:

- rapid treatment in the case of accident
- identification in case of emergency
- identification of impersonation
- protection against terrorists
- helpful in crime solving
- improvement of national database
- personal security
- convenience 'all in one'
- benefits claims.

Disadvantages:

- intrusion
- use by the State
- use by criminals
- possible release of personal information
- this maybe an expensive way of achieving very little
- dangers of police state.

Band 1	These candidates would include at least three advantages and three disadvantages with four of the six developed. Some assessment of relative merits will be present. Their answers will be clear and ordered and communicated with facility.	41-50
Band 3	These candidates will include advantages and disadvantages though one of them will be more developed. These answers will be clear and well ordered though their clarity will be uneven.	21-30
Band 4	These candidates may include both advantages and disadvantages but only one will have substance. For these answers the meaning is apparent but clarity limited.	11-20

## Recommended annotation

Intro Introduction

K knowledge related to identity cards

A for advantages (A1, A2, A3 ...)

D for disadvantages (D1, D2, D3...)

Conc conclusion

Ass assessment

Dev development



- 2 **'Reduce, recycle, landfill or incinerate'. Assess the advantages of each of these four strategies for waste management.** [50]

Indicative content

Reduce:

- long term solution with low cost
- reduces demand for resources to produce materials that will be waste e.g. packaging
- removes need for expensive waste disposal
- reduces dangers of disease
- compaction – allow
- potentially easy
- financial advantages for national and local government.

Recycle:

- reduction in demand on resources
- slows down pollution production
- reduces demand on raw materials
- financial advantages for local authorities and individuals
- scientific innovations
- creates employment.

Landfill

- cheap
- fills redundant quarries and mines
- creates employment
- possible source of power.

Incinerate:

- removes the waste
- creates employment
- source of power.

The question calls for advantages of each strategy. No credit can be given for disadvantages but marks should not be deducted. Candidates spending time on disadvantages will be self-penalising.

Band 1	These candidates will review all four categories with three of them developed. Some assessment of relative merits will be present. Their answers will be clear and ordered and communicated with facility.	41-50
Band 3	These candidates will include all four categories with two of them developed. These answers will be clear and well ordered though their clarity will be uneven.	21-30
Band 4	These candidates will review three of the categories. For these answers the meaning is apparent but clarity limited.	11-20

Recommended annotation

Use the following for each point on each of the headings

Red Reduction

Rec Recycle

L Landfill

I Incinerate

Dev for developed points under each of the headings

Def definition

Ass assessment

- 3 **Examine the suggestion that, when it comes to disasters such as floods, hurricanes and droughts, ‘Charity begins at home’.** [50]

Indicative content

The candidates will need to establish the scope of the question that includes natural disasters as well as those influenced by the actions of people.

‘Charity begins at home’. This suggests that priority should be given to problems and issues arising locally or nationally. So long as problems exist within the UK they should have priority over ones happening elsewhere. Home may be abroad / Third World / Less Economically Developed Country / or the UK. Problems not restricted to disasters here or abroad.

Alternatively it may be argued that we are all members of the human race and would wish ‘To do unto others as you would...’

A middle ground would be more utilitarian in that supplies may be threatened or markets lost.

Candidates may consider the types of emergency arising in the UK and other More Economically Developed Countries such as floods, droughts, gales, volcanic activity, and disease e.g. influenza epidemics. They may refer to the relatively modest impact of these. The urgency of these can then be matched to the resources available such as trained personnel, lifting gear, detection devices, shelter, feeding stations and medical help.

This situation could be contrasted with the lack of preparation or support in some countries and the scale of their disaster problems.

Examiners should be ready to accept answers that contain a strong scientific base. Others answers that take a more environmental, economic or philosophical standpoint can also gain high marks.

Band 1	These candidates will develop arguments for both sides of the discussion. Examination will include an element of assessment. Their answers will be clear and ordered and communicated with facility.	41-50
Band 3	These candidates will include argument for both sides of the issue though only one side will be coherent. These answers will be clear and well ordered though their clarity will be uneven.	21-30
Band 4	These candidates will support or reject the assertion without balance. For these answers the meaning is apparent but clarity limited.	11-20

Recommended annotation

C+	support for charity begins at home
C-	points not supporting charity begins at home
Dev	development
e.g.	examples
Ass	assessment
Res	reservations

**Section B**

The Cultural Domain

Answer **one** question from this section.

- 4 **Nationalism involves a desire for the political independence of your country and love of your nation but is sometimes associated with the belief that your nation is better than others.**

**Describe the ways in which people in the UK are encouraged to be more nationalistic. How far does a sense of nationalism act as a substitute for religion in the everyday lives of people?**

[50]

The question is in two parts:

- ways in which nationalism is encouraged
- substitute for religion.

Indicative content

Ways in which nationalism is encouraged:

- media coverage of key events
- national celebrations, often linked to royalty
- national sports teams, selling of flags and shirts
- propaganda of extremist parties e.g. BNP
- regional Assemblies for Wales and Scotland
- television documentaries raising concerns.

Note that some candidates may write about patriotism which can be defined as 'a love and loyalty' to ones country.

Ways in which Nationalism supports rather than substitutes for religion:

- better candidates will include some identification of the role of religion in everyday life
- aids sense of national identity
- security through State religion
- pride in national ceremonies that include religious aspect
- link of national anthem to sport
- supports existing institutions
- popular newspapers' emphasis on confrontation with other nationalities
- regular reference to previous conflicts e.g. WWII, Falklands.

Ways in which Nationalism acts as a substitute for religion:

- insularity and lack of concern for other nations
- increases feeling of threat from believers in other religions
- aggression and the danger of war
- the established church
- the divide in Northern Ireland
- questions of 'Christian Europe' and the EU constitution.

Band 1	The candidates describe at least four ways in which people in the UK are encouraged to be more nationalistic. They make a clear case for the extent to which Nationalism acts as a substitute for religion in everyday life. Their answers will be clear and ordered and communicated with facility.	41-50
Band 3	These candidates describe at least three ways with a less than clear case for the extent to which Nationalism acts as a substitute for religion in everyday life. These answers will be clear and well ordered though their clarity will be uneven. Candidates only addressing one part of the question will normally achieve a maximum of Band 3.	21-30
Band 4	These candidates describe three ways in which we are encouraged to be nationalistic but only passing reference to the extent to which Nationalism acts as a substitute for religion in everyday life. For these answers the meaning is apparent but clarity limited.	11-20
Recommended annotation		
Intro		
Ways	W1,W2, W3 etc	
N+	Nationalism acts as a substitute	
R+	Religion stronger than Nationalism	
Conc	conclusion	

- 5 **Drawing upon your own experience and your observations of others, discuss the ways in which people become motivated to explore creativity and innovation.** [50]

Indicative content

This question is about ways in which people become motivated to explore.

These include:

- learning something new that attracts
- gaining interest in a project
- filling leisure time with a pursuit
- the achievements of others
- emulating an idol such as a pop star or sports person
- listening to the views of an expert
- master classes
- enthusiasm of others
- problem solving
- demonstration of techniques
- psychological need
- funding e.g. Prince's Trust
- personal experience e.g. poverty
- joining in a group activity.

Be ready to credit personal experience (AO4) and observations of others.

Band 1	These candidates describe at least four ways in which people become motivated with at least three of them developed. Their answers will be clear and ordered and communicated with facility.	41-50
Band 3	These candidates will describe at least three ways with one of them developed. These answers will be clear and well ordered though their clarity will be uneven.	21-30
Band 4	These candidates will describe at least two ways but none of them will be developed. For these answers the meaning is apparent but clarity limited.	11-20

Recommended annotation

Ways	W1, W2, W3 etc
Dev	development of the way
Com	comment
e.g.	examples

- 6 Explain how **two** of the following creative activities contribute to our understanding, as well as our appreciation, of the more pleasant aspects of life such as happiness, love, beauty and friendship.

You must select **two** from the following:

architecture; fashion; painting;  
 photography; sculpture; the stage;  
 the screen; music; writing.

[50]

Indicative content

Candidates need to select two of the nine activities. The specification expects them to study at least two from the list. However allow the answer if only one activity is chosen.

In some cases they may combine two activities e.g. songs in films.

The question then focuses upon the understanding of the more pleasant aspects of life. Refuge and prospect will be powerful concepts that will be regularly included. Refuge implying a place of safety and prospect giving hope, vision and a journey to make. Others include evocation of events, places and people. Accept songs that contrast opposites.

For example:

Singers through lyrics of love and friendship. They may be part of songs or musical/opera/operetta/opera. They may sing of good times with nostalgia or evoke summer/success/deep emotion.

Actors in comedy and sitcom situations. From Jeeves to The Office.

Band 1	These candidates will identify two of the creative activities and include four ways in which they promote understanding. Three of the ways will be developed. Their answers will be clear and ordered and communicated with facility.	41-50
Band 3	These candidates will identify two creative activities and three ways in which they promote understanding of which one will be developed. Candidates only addressing one part of the question will normally achieve a maximum of Band 3. These answers will be clear and well ordered though their clarity will be uneven.	21-30
Band 4	These candidates will identify two creative activities describe at least two ways but none of them will be developed. For these answers the meaning is apparent but clarity limited.	11-20
Choice	Ch1 and Ch2	
Ways	way it helps W1, W2, W3 etc	
Life	use L	
Dev	development of points	





**Mark Scheme 2966  
June 2006**

### Guidance for Examiners

Use the following annotations. **Do not use ticks.** In any one script you are not expected to use all of these.

Key	central point
Yes +/-	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
NAQ	not answering the question
e.g.	appropriate example
Sp/G/Eng	spelling, grammar and language error; you are not expected to correct all of them
(....)	indicates a choice or a key phrase
D	description
R	reason
Rep	repetition, often of the question
Res	resource reference
K	knowledge
F	loses focus
í	info.

### Stages to an essay mark

Read and annotate the candidate response.

Review your annotation, even count up the points if it helps to be consistent, and then consider in which band the answer is located.

Consider its position within the band and a possible mark. Fine tune the mark by thinking about Assessment Objectives.

Write a one or more line comment reflecting the AO statements.

e.g. AO1	good knowledge very limited knowledge and e.g.
AO2	clearly written inaccurate Spg
AO3	examples given
AO4	personal experience relevant restricted personal experience

Enter the final mark in a circle.

The front cover of each answer booklet should show the marks awarded by the examiner for the two questions answered. The total for these two marks should be shown. Each of these marks should show evidence of checking and the cover initialled by the examiner and the checker.

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

## Generic Levels Mark Scheme

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

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

### 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 Are methods of dissent and protest, like the one described, an attack on democracy or part of the democratic process? You should refer to the source in your answer.**

Indicative content:

- demo outside Parliament was legal – inside involved breaking the law
- protestors themselves would have condemned, e.g. G8 or May Day protestors – hypocritical
- protests like these dramatise the protest and not the issue – essentially pointless

An attack on democracy:

- Parliament is elected by the many; it should not be coerced by the few
- violence is anti-democratic
- the demonstrators are extremists and do not represent the population at large
- they don't represent the population socially
- the anti-hunt bill had already been passed.

Part of the democratic process:

- MP's are not generally representative
- some sections of the community seem to be better represented than others
- there is a history of radical dissent in Britain
- governments in power can break promises they have made before an election
- the Government is prepared to bypass the Lords (democratic?)
- why shouldn't a rather remote assembly come into close contact with 'the people'?
- free vote for MPs disenfranchises their constituents
- the Lords, as an undemocratic institution should be bypassed

#### **Band One**

A cogent, well informed response with an acknowledgement that this is a complex issue and there will, inevitably, be pros and cons whatever the general thrust of the argument. Answers will be fluently and accurately written. The source will be referred to and these references will be fluently assimilated into the candidate's argument.

Range of reference could include e.g. suffragism and the poll tax demos, which did alter the law, and also comparison of this protest with Fathers For Justice. Will also probably show understanding of limitations of parliamentary democracy as barometer of public opinion, and of relationship of Lords to Commons. In short, top band candidates will use the source as a basis rather than as a plan.

**Band Three**

The response will be relevant but lacking the depth and detail of a Band One answer. Both sides of the argument may not be considered or what argument there is may well be rather pedestrian. If the source is not referred to explicitly or implicitly then low Band 3 is the highest that should be awarded.

May well confine itself to the source, and make reference to similar events. May well fail to balance 2 sides of answer. A low band 3 answer may not refer at all to the source, but rely on straightforward comment on demonstrators and protest.

**Band Four**

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

May rely on summary of source laced with simple comment and/or straightforward development.

## Section B

### 2 **Should positive discrimination be used to ensure that ethnic minorities are more widely represented in socially important occupations such as the police or the teaching profession?**

Indicative content:

Should be used:

- it is vital for such social stability that such minorities are included
- there is a greater chance of empathy with ethnic minority 'clients'
- such institutions are overwhelmingly white
- it would be useful to balance institutionalised racism
- it would encourage applications from ethnic minorities
- it would help to balance decades of general prejudice
- important institutions should reflect the society they serve as fully as possible – including the ethnic mix at local level
- it has worked when applied, e.g. Blair's Babes.

Should not be used:

- the best should be recruited regardless of colour etc.
- the consequences of not recruiting the best could be disastrous
- the police/teachers will be resented regardless of ethnicity
- positive discrimination will increase prejudice
- there is the danger of a patronising attitude
- it would increase the public's lack of confidence in these institutions
- the public will suspect that ethnic minority members of these institutions may not actually be up to the job
- has been misused, e.g. in US where quotas have been imposed and then subverted by e.g. "two-for" recruitment.

#### **Band One**

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

Range of reference may include established "institutional racism" in the police/armed forces, and the unacceptability of letting it continue. Also the difficulty caused by applying essentially racist criteria against the white majority. May extend arguments to consider a range of professions, including those where ethnic representation is already strong. An evidence-based conclusion will be drawn

#### **Band Three**

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

May well confine itself to teaching/police, and employ anecdotal evidence and subjective assertions about "political correctness gone mad". A conclusion may be drawn which does not necessarily reflect the arguments presented.

**Band Four**

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

May well be tabloid in content and tone, consisting largely of assertion and undeveloped anecdote. There may be racist undertones in these answers but this will not affect the marks awarded except on grounds of quality.



**3 It has been proposed that the obese, alcoholics and heavy smokers be refused treatment by the National Health Service. How far is this consistent with the ideology of the NHS?**

Indicative content:

**Should be refused:**

- with pressure mounting on the NHS it is necessary to be pragmatic
- health education is now so widespread there can be no excuse for extreme cases
- Thatcherism has destroyed the 'nanny state' forever
- it is another aspect of evolution: the survival of the fittest and thus natural and just
- it is likely to be ineffective
- the ideology of the NHS was fine for the 1940's but not now
- there are pressures on the NHS now that could not be imagined then
- greatest benefit for the greatest number; not *all*.

**Should not be refused:**

- the ideology is that all should be treated
- no civilised country should contemplate discrimination of this nature
- the Hippocratic oath does not discriminate
- we should offer extra support to those vulnerable in this way
- it is not inevitable that treatment in such cases will be ineffective
- it is far more important to resource the NHS adequately so that all can be treated rather than operate some sort of health 'means test'
- the NHS is a cornerstone of the British Welfare State and should be protected at all costs.

**Band One**

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

Answers in this band may develop notions of individuals' responsibility for their own health versus the right of the taxpayer to benefit from their National Insurance contributions. It is unlikely that firm conclusions will be drawn, given the complexity of the issue. Some consideration/definition of the "ideology" of the NHS is also to be expected. Some fairly sophisticated knowledge of health issues may be expected at this level.

**Band Three**

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

Competent consideration of the conflict between private choices and their consequences to individuals' health may well be based on anecdotal/case study citation. There may be some simplification of the issues in order that a conclusion may be reached.

**Band Four**

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

Answers here will often confine themselves to “cause and effect” reasoning, and it is unlikely that both sides of the issue will be considered. A conclusion, if drawn, may not derive from presented arguments.

**4 What do you understand by the concept of ‘home’ and its values? How important should these be for our present society?**

Indicative content:

- home is where the heart is
- ‘home is so sad’ (Larkin)
- it could be microcosmic (a house)
- it could be macrocosmic (a country)
- ‘home’ might be a ‘home’ town
- it might be somewhere you have broken away to
- it might be somewhere you have broken away from
- limited perspective of ‘home bird.
- family as divisive social unit
- family as cohesive social unit
- we cannot escape the influence of home
- “home is the place where, when you knock the door, they have to let you in” – the place where acceptance is guaranteed
- “you can take a person out of their home, but not the home out of the person”

**Band One**

A cogent, well informed response with an acknowledgement that this is a complex issue and there will, inevitably, be pros and cons whatever the general thrust of the argument. Answers will be fluently and accurately written. Both sides of the question will be considered. Answers will have a strong personal sense but still be intellectually rigorous.

May well develop complex notions regarding nature/nurture, family relationships/dynamics, single-parent/nuclear/extended families, and the way in which these have been affected by modern social developments. Candidates may also develop ideas on what the values of a good/bad home are, and what they do for those who live in it, using the concept of home at both macro and micro levels.

**Band Three**

The response will be relevant but lacking the depth and detail of a Band One answer. Both sides of the argument may not be considered or what argument there is may well be rather pedestrian. There will be some sense of the personal.

Liable to use stereotypical images of home and the concepts associated with it, and draw some straightforward conclusions from them. May well concentrate on only one concept of “home” – family, community or nation. May well contain numbers of undeveloped points – e.g. “They f\*\*\* you up, your Mum and Dad.”

**Band Four**

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 sense of a thoughtful personal response.

This may well read more like a collection of greetings-card ideas of “What is a home” and will tend to concentrate entirely on the domestic implications of the topic. It is unlikely that a conclusion will be drawn.

**N.B.**

- (a) If the concept of home is dealt with indirectly e.g. by discussion of the family rather than the home the top awardable mark is mid band 2 i.e. 35 marks.
- (b) A discussion based on the concept of the global village or the world community and similar ideas can only be awarded a maximum of band 4.



**Mark Scheme 2968**  
**June 2006**

### Guidance for Examiners

Use the following annotations. **Do not use ticks.** In any one script you are not expected to use all of these.

Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
NAQ	not answering the question
e.g.	appropriate example
Sp/G/Eng	spelling, grammar and language error; you are not expected to correct all of them
(...)	indicates a choice or a key phrase
D	description
R	reason
Rep	repetition, often of the question

### Stages to an essay mark

Read and annotate the candidate response.

Review your annotation, even count up the points if it helps to be consistent, and then consider in which band the answer is located.

Consider its position within the band and a possible mark. Fine tune the mark by thinking about Assessment Objectives.

Write a one or more line comment reflecting the AO statements.

e.g.	AO1	good knowledge very limited knowledge and e.g.
	AO2	clearly written inaccurate Spg
	AO3	examples given
	AO4	personal experience relevant restricted personal experience

Enter the final mark in a circle.

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

### Generic Levels Mark Scheme

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

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



## Section A

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

- 1 **Discuss and analyse the implications for cultural, scientific and social issues and developments in the UK of the rapid expansion and changing modes of travel. Use the sources to support your arguments where appropriate. [50]**

**Indicative Content**

A summary of the sources might provide information and conclusions which follow.

**Source 1**

- Air travel is becoming extremely common and is expected to increase rapidly. It has become cheaper through increased competition and more economical engines, more accessible due to the expansion of airports, and more fashionable as cultural diversity has led to more journeys to far away places or visits 'home'. Prosperity has meant a growth in holidays and the global village has given rise to an increase in business travel.
- The government plans to expand existing airport facilities to meet with demand and develop regional 'feeder' airports. This is as a response to projected passenger numbers, demand, and new, larger aircraft which require longer runways and bigger terminals.
- There are concerns for emissions from differing modes of transport showing how size, power source, and purpose have an effect on pollution. There is legislation to limit emissions but the change is on-going. There are still high-pollution diesel trains operating as new, clean, more efficient electric ones are being phased in.
- The rapid evolution of aviation has been a combination of innovation, speed and size; the user of the aeroplane has changed. The reference 'strip' is included to illustrate the rate of progress and development.

**Source 2**

- People travel further as part of their everyday life. However, they are making fewer trips. In some areas of the country, local travel plans are making journeys to and from work easier and cheaper by bus or commuter train. The need for prosperity and advancement has seen a large increase in commuters travelling considerable distances or working away from home. This is a reflection of the changes taking place in types of career and employment.
- Travelling remains a fairly insignificant part of our everyday life. People don't generally travel for fun and do it because they have to.
- The car has continued to become a major part of people's lives with fewer households being without a car. The flooding of the market with vehicles from all over the world and the attractive purchase packages have seen a massive increase in ownership. The car is considered a status symbol and there has been a major increase in young owners and the consequential increase in accident rates and insurance premiums. The car is the most important travel mode of transport in the UK.
- Walking has become unpopular. There may be many reasons for this but security issues and a general trend towards apathy and laziness are likely to have caused this.
- Fewer children walk to school. There may be links here with the reasons above but the increase in car ownership is an important factor as is poor local infrastructures.

**Other issues**

- Some parts of the country are still isolated and more investment needs putting in to local transport schemes.
- There is a lack of confidence in the rail network due to ageing trains and outdated track and signalling.
- People have been given a positive incentive to buy cars by the government by the reduction in road tax for dual efficient vehicles and smaller cars.
- There is insufficient protection for the cyclist on the road, unlike Belgium and Holland, though the number of cycle lanes is increasing.

There are a few related issues though candidates may include many more than their own knowledge and experience.

**The Domains**

Much of the information which would be introduced into a successful answer is likely to be implicit though there are obvious specific references that can be made, such as:

**Cultural** – more leisure time, people want/need to travel to explore the world/experience other cultures/expand their knowledge. We are a truly multi-cultural society and therefore travel is inevitable.

**Scientific** – new inventions/cleaner engines/speed/standards of safety.

**Social** – social interaction takes place less on the street [e.g. when out for a walk in the park]. People's working life has been changed through the development of transport links [day trips to Europe].

**Band 1 (41-50)** answer will cover both sources and explore a variety of transport modes, explaining and analysing how people's lives have changed from both positive and negative perspectives. To access AO4 it should be possible to cite personal experience and offer some contradiction or questioning of the limitations of the country's infrastructure. A conclusion might offer speculation, hope and/or pessimism for the future.

**Band 3 (21-30)** answers will cover aspects of both sources or may seize on one particular mode of transport and offer some speculative analysis with a few tenuous links and examples. The essay would be largely descriptive and fail to submit personal views or develop arguments. The conclusion will be a restatement of facts.

**Band 4 (11-20)** 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 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:

**Cul** Cultural  
**Sci** Scientific  
**Soc** Social

## Section B

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

- 2 With reference to cultural, scientific and social viewpoints, discuss to what extent the findings and beliefs of scientists have affected people's belief in a god. Use Source 3 to support your arguments where appropriate. [50]

**Indicative Content**

The source is primarily concerned with the power of prayer against the healing of science.

**Paragraph 1**

- Seriously ill people's conditions improve if they are prayed for.
- Does a god discriminate against those who do not pray regularly?

**Paragraph 2**

- Lourdes has a reputation for miraculous healing.
- More and more people are visiting Lourdes despite world-wide scepticism and rationalism of ideas on healing.
- Inexplicable recovery – a science code for a miracle.

**Paragraph 3**

- Despite the claim that Lourdes has witnessed spontaneous remissions of cancerous tumours this is not unique.
- There is a scientific reason for remission linked to emotions.

**Paragraph 4**

- The Church relies on scientists to validate the claim for a miracle.
- Some things exist beyond rationalism – is there a god?

**Paragraph 5**

- Scientists are not necessarily non-believers in god.
- Links between longevity and prayer.
- Spiritual and emotional feeling engender hope and positiveness.

**Key issues**

- Interpretations of the origins of god and the universe are diverse. Many of these are a combination of science and God. Religion depends on varying interpretations of scripture and not on precise empirical data.
- Both interpretations of the existence of God can be seen as being true.
- Science uses methods: observation and collection of data, hypothesis, experiment, theory, predictions, and verification.
- Religion uses revelation (through scripture), personal experience, and natural theology (beliefs based on observation of the natural world).
- Science = method; religion = a viewpoint.
- Science develops a theory of everything; religion is a set of beliefs about reality and humanity's place within it.

**Cultural views** might involve:

- traditions and upbringing which exclude scientific rationalism
- scepticism of modern youth which dismisses god as a myth and religion as being 'uncool'
- the influence of the media in marginalising the influence of god yet glorifying the advancement of science in explaining the origins of man
- life after death
- angels and the paranormal
- personal experience: that things happen which have no natural explanation
- extremists [on both sides of the argument]
- miracles and 'acts of God'.

**Social views** might involve:

- the question of decreasing interest in attending worship within the Christian religion against the growth, stability and popularity of the others
- the social acceptance of the empiricism and logic of science as being the true and only explanation of our existence.
- historical indicators in archaeology
- human curiosity – the search for truth and proof.

**Scientific views** might involve:

- evolution theory
- the Big Bang theory
- the Ontological argument (that nothing greater can be conceived)
- the Cosmological argument (something cannot come from nothing)
- the Teleological argument (nothing can occur by chance)
- the exploration of the universe.

**Other views**

- the common assumption is that science and religion represent opposing disciplines (particularly with reference to the discovery of the universe)
- if there is sufficient explanation of how the universe was formed from a scientific perspective is there any need for a god?
- is there any need for a divine creator if there is overwhelming evidence of human intervention?

This open-ended question offers a variety of routes to a conclusion and there is ample opportunity for detail, analysis, personal interjection.

**Band 1** answers will examine the source and the prospective view of both scientists and religionists. They may also include the case of scientists who are religionists. Examples and own experience as well as the many dilemmas and contradictions which will unlock AO4 marks. The conclusion may be speculative, positive or negative, perhaps supporting a dogma of personally held belief.

**Band 3** answers will lack any focus and consist of either positive or negative opinions about the existence of a god, lacking the balance of the scientific view. Few AO4 marks would be awarded due to there being little examination of opposing issues or competent analysis. The conclusion would be largely a repetition of the content expressing a preference.

**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. 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:

+ positive effect

- negative effect

**Cul** cultural link

**Sci** scientific link

**Soc** social link

**Advanced GCE (General Studies) (3831/7831)  
June 2006 Assessment Series**

**Unit Threshold Marks**

Unit		Maximum Mark	a	b	c	d	e	u
2961	Raw	100	67	60	53	47	41	0
	UMS	90	72	63	54	45	36	0
2962	Raw	100	69	62	55	49	43	0
	UMS	90	72	63	54	45	36	0
2963	Raw	100	70	62	55	48	41	0
	UMS	90	72	63	54	45	36	0
2964	Raw	100	64	56	48	41	34	0
	UMS	120	96	84	72	60	48	0
2965	Raw	100	75	68	61	54	48	0
	UMS	90	72	63	54	45	36	0
2966	Raw	100	69	61	54	47	40	0
	UMS	90	72	63	54	45	36	0
2967	Raw	100	69	62	56	50	44	0
	UMS	90	72	63	54	45	36	0
2968	Raw	100	67	61	56	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
<b>3831</b>	300	240	210	180	150	120	0
<b>7831</b>	600	480	420	360	300	240	0

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

	A	B	C	D	E	U	Total Number of Candidates
<b>3831</b>	7.8	21.9	42.5	65.0	83.0	100	25450
<b>7831</b>	9.6	26.7	50.9	75.8	92.7	100	15475

**40925 candidates aggregated this series**

For a description of how UMS marks are calculated see;

[www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp](http://www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp)

Statistics are correct at the time of publication



**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Information Bureau**

**(General Qualifications)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [helpdesk@ocr.org.uk](mailto:helpdesk@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

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**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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