

General Studies

Advanced GCE A2 7831

Advanced Subsidiary GCE AS 3831

Mark Schemes for the Units

June 2007

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

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

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CONTENTS

Advanced GCE General Studies (7831)

Advanced Subsidiary GCE General Studies (3831)

MARK SCHEMES FOR THE UNITS

Unit	Content	Page
2961	The Cultural Domain	1
2962	The Scientific Domain (Written Paper)	21
2964	The Social Domain 1	41
2965	The Scientific and Cultural Domains	59
2966	The Social Domain 2	79
2968	Culture, Science and Society: Making Connections	97
*	Grade Thresholds	108

**Mark Scheme 2961
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions to Examiner booklet (revised June 2006)

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 6*)

2 After the Standardisation Meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

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
eg	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.

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.

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 25 mark question in Section A

Band	Level Descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	21-25
AO1	<ul style="list-style-type: none"> select, use and integrate a very good range of relevant knowledge show a good understanding of the concepts involved. 	
AO2	<ul style="list-style-type: none"> communicate complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility. 	
AO3	<ul style="list-style-type: none"> analyse issues and problems well and evaluate them appropriately develop complex reasoned arguments and draw sound conclusions on the evidence. 	
Band 2	The candidate demonstrates the following abilities where appropriate to:	16-20
AO1	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge show an understanding of the concepts involved. 	
AO2	<ul style="list-style-type: none"> communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way use a range of the rules of grammar, punctuation and spelling with facility. 	
AO3	<ul style="list-style-type: none"> analyse issues and problems and evaluate them competently develop reasoned arguments and draw conclusions on the evidence. 	
Band 3	The candidate demonstrates the following abilities where appropriate to:	11-15
AO1	<ul style="list-style-type: none"> select, use and integrate a range of relevant knowledge show an adequate understanding of the concepts involved. 	
AO2	<ul style="list-style-type: none"> communicate ideas clearly, using some specialist vocabulary with facility use some of the rules of grammar, punctuation and spelling with facility. 	
AO3	<ul style="list-style-type: none"> undertake some analysis of issues and problems and make a superficial evaluation develop arguments and draw conclusions. 	
Band 4	The candidate demonstrates the following abilities where appropriate to:	6-10
AO1	<ul style="list-style-type: none"> select, use and integrate a limited range of knowledge show a modest understanding of the concepts involved. 	
AO2	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary use some rules of grammar, punctuation and spelling. 	
AO3	<ul style="list-style-type: none"> demonstrate limited analysis of issues and problems with limited evaluation develop limited arguments and draw limited conclusions. 	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-5
AO1	<ul style="list-style-type: none"> select, use and integrate some knowledge show a restricted understanding of the concepts involved. 	
AO2	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms use poor grammar and punctuation and inaccurate spelling. 	
AO3	<ul style="list-style-type: none"> undertake poor analysis of issues, problems and evaluation recognise arguments and conclusions. 	

Generic Mark Scheme for 10 mark questions in Section B

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

Generic Mark Scheme for 40 mark questions in Section B

	Level descriptor	Marks
AO1	The candidate demonstrates the following abilities where appropriate to:	
Band 1	<ul style="list-style-type: none"> select, use and integrate a very good range of relevant knowledge show a good understanding of the concepts involved. 	9-10
Band 2	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge show an understanding of the concepts involved. 	7-8
Band 3	<ul style="list-style-type: none"> select, use and integrate a range of relevant knowledge show an adequate understanding of the concepts involved. 	5-6
Band 4	<ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge show a modest understanding of the concepts involved. 	3-4
Band 5	<ul style="list-style-type: none"> select, use and integrate some knowledge show a restricted understanding of the concepts involved. 	0-2
AO2	The candidate demonstrates the following abilities where appropriate to:	
Band 1	<ul style="list-style-type: none"> communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility. 	9-10
Band 2	<ul style="list-style-type: none"> communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way use a range of the rules of grammar, punctuation and spelling with facility. 	7-8
Band 3	<ul style="list-style-type: none"> communicate clearly, using some specialist vocabulary with facility use some of the rules of grammar, punctuation and spelling with facility. 	5-6
Band 4	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary use some rules of grammar, punctuation and spelling. 	3-4
Band 5	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms use poor grammar and punctuation, and inaccurate spelling. 	0-2
AO3	The candidate demonstrates the following abilities where appropriate to:	
Band 1	<ul style="list-style-type: none"> analyse issues and problems well and evaluate them appropriately develop complex reasoned arguments and draw sound conclusions on the evidence. 	9-10
Band 2	<ul style="list-style-type: none"> analyse issues and problems and evaluate them competently; develop reasoned arguments and draw conclusions on the evidence. 	7-8
Band 3	<ul style="list-style-type: none"> undertake some analysis of issues and problems and make a superficial evaluation develop arguments and draw conclusions. 	5-6
Band 4	<ul style="list-style-type: none"> demonstrate limited analysis of issues and problems with limited evaluation develop limited arguments and draw limited conclusion. 	3-4
Band 5	<ul style="list-style-type: none"> undertake poor analysis of issues, problems and evaluation recognise arguments and conclusion. 	0-2

AO4	The candidate demonstrates the following abilities where appropriate to:	
Band 1	<ul style="list-style-type: none"> • demonstrate very good awareness of the differences between types of knowledge • have a very good grasp of the limitations of the different types of knowledge. 	9-10
Band 2	<ul style="list-style-type: none"> • demonstrate good awareness of the differences between types of knowledge • have a good grasp of the limitations of the different types of knowledge. 	7-8
Band 3	<ul style="list-style-type: none"> • demonstrate awareness of the differences between types of knowledge • have a grasp of the limitations of the different types of knowledge. 	5-6
Band 4	<ul style="list-style-type: none"> • demonstrate limited awareness of the differences between types of knowledge • have a restricted grasp of the limitations of the different types of knowledge. 	3-4
Band 5	<ul style="list-style-type: none"> • demonstrate very limited awareness of the differences between type of knowledge • have a very restricted grasp of the limitations of the different types of knowledge. 	0-2

Section A

Assessment Objectives Balance				
Sub Section	AO1	AO2	AO3	AO4
A1 – A3	19	5	19	7

Indicative Content

Source 1

- 1 (a) **Briefly explain, in your own words, the phrases.**
The meaning of the full phrase, as used in the passage must be covered to gain full marks:
- (i) **‘the frequency comes up in nice, bright numbers’.** [lines 1 - 2] [2]
The digital radio is preferred because the LED display [1] which tells what station you are tuned to [1] or in the case of a clock radio it also reveals the time [1] is illuminated/clear [1] which enables it to be seen in the dark [1].
- (ii) **‘an eye-watering fortune’.** [line 3] [2]
The painfully huge amount of money which is going to be spent/millions of pounds in development costs [1] in an attempt to change people’s preference [1] from analogue to digital radio [1].
- (iii) **‘crystal clarity for audio buffs’.** [line 5] [2]
The new DAB radio does not suffer from interference/noise [1] and transmits programmes where the sound quality is almost perfect [1] so that enthusiasts for audio equipment [1] who make high demands are more than satisfied with the sound [1].
- (iv) **‘drill deeper into what they like’.** [lines 11- 12] [2]
The larger number of radio stations [1] enables broadcasters to transmit a wider and more specialised range of programmes [1] which will satisfy the diversity of tastes of listeners [1] as well as enabling the listener to have more choice [1] thereby changing stations more frequently [1].
Examiners should use their professional judgement in crediting reasonable alternative meanings of all or part of the phrase.

- (b) Suggest one positive and one negative way in which DAB radio might affect radio advertising. [5]

Positive:

- a wider audience from more diverse backgrounds
- a broader age profile
- the opportunity to advertise more specialist items to a smaller but receptive market
- wider range of 'ear-catching' sound effects to enhance the impact of the advert

Negative:

- too many stations broadcasting might spread the advertisers thinly
- advertisements would have less effect and reach
- advertisements would be missed through channel hopping

Award **one** mark for any justifiable way with **one** further mark available for development or support. $(1 + 1) \times 2 = 4$. **One further mark available** for a well argued and constructed response. Use **W+**, **W-** for ways and **D** for development or support.

Source 2

- 2 (a) Choose one of the images. Outline two features that suggest the cultural characteristics of the listener(s). [6]

Features might include:

- fashion
- style of education
- prosperity
- numbers involved

Candidates should focus on cultural features clearly defined by the image or implied and examiners must use professional judgement when plausible and acceptable alternatives are offered.

Award **one** mark for each feature with **two** further marks available for development or support. $(1 + 2) \times 2 = 6$. Use **F1**, **F2** for features and **D** for development or support.

- (b) Outline **two** reasons why, despite technological advances, radio is the least popular of the broadcast media. [6]

Reasons might include:

- radio is one dimensional; people live in a society where they like to see and hear
- radio is monochrome and has no colour
- it fails to attract the major personalities and stars
- other media are interactive
- radio relies on the actions of the mind to 'visualise' (Theatre of the Mind)
- television is more interesting

Candidates should focus on reasons for radio's inability to catch up with the other broadcast media and examiners must use their professional judgement when plausible and acceptable alternatives are offered.

Award **one** mark for each reason with **two** further marks available for development or support. **(1 + 2) x 2 = 6**. Use **R** for the reason and **D** for development or support.

3 You have been asked to present a 10 minute news item on local radio about any issue which affects your age group. You need to provide information for the station manager as follows:

- **identify and outline the issue**
- **write a brief plan for the item where both positive and negative views are introduced**
- **suggest two representatives, one for each side, who could be interviewed, briefly explaining your choice**
- **outline two ways in which the programme makers might allow one side of the argument to come across more favourably than the other. [25]**

Identify and briefly outline the issue.

This may involve a title or naming of the item and a simple statement of what it is about, to make matters clear.

Write a brief outline for the item where both positive and negative views are introduced.

This could be in table, list or bulleted format. It needs to be simple and yet outline the two sides of the case that will be posed. It may include suggested locations, public reaction and statistical evidence.

Suggest two representatives, one for each side, who could be interviewed. Briefly explain your choice.

Representatives need not be named; a statement of their position would suffice eg the chairman of the local council or a representative of the residents' committee of an area.

Outline two ways in which the programme makers might allow one side of the argument to come across more favourably than the other.

Ways might include:

- imbalance in time allowed to each participant
- phrasing and structure of questions
- careful editing of the item prior to broadcast
- inflection of the interviewer
- revelation of some bias (the interviewer may have a vested interest)

Candidates should focus on the ways that can be used to steer the argument in a particular direction and examiners must use their professional judgement when plausible and acceptable alternatives are offered.

Use the 25 mark, 5 band mark scheme to assess where a candidate's response falls.

Band 1 answers will cover all parts of the question and it will be clear what the programme makers intentions are and what the intended outcome of the programme would be. The participants will be appropriate and there will be clear indications of the ways which the makers can manipulate the editorial.

Band 3 answers will cover all aspects of the question but in less depth and without engaging with the important element of editorial control suggested by the final point. The answer will lack clarity of argument and reasoning.

Band 4 answers will be very imbalanced and parts of the question will be omitted or referred to fleetingly. There may be a lack of clarity which hinders comprehension.

Section B

- 4 (a) Outline three ways in which people might show that they have a conscience.

10]

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

Indicative content

Examples of ways may include:

- abstaining from something which is unpopular or seen as a danger to health eg smoking, drinking or drug taking
- becoming vegetarian
- owning up when a mistake is made
- reporting illegal actions to the authorities
- 'coming clean' to someone (whether a relative, friend or employer) on any issue
- prisoners of conscience
- conscientious objectors
- activists and campaigners
- giving to charities
- undertaking voluntary work

The idea of conscience has close connections with truth and moral sense so it will be necessary to exercise professional judgement when candidates offer their own examples.

Three ways should be awarded up to a maximum of **8 marks** depending on the degree of support, development and example. A further **2 marks** are available for the quality of communication. Use **W1, W2, W3** for ways and **D** for development, support or examples.

Check your final mark with the 10 mark 5 level generic mark scheme.

- 4 (b) 'If you are lucky enough to do well, it is your responsibility to send the lift back down.' (Kevin Spacey).

Outline what you understand by this quotation. Referring to personal experiences wherever possible, discuss two instances when people might support this idea and two instances when they might reject it. [40]

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

Indicative content

The quotation is concerned with Kevin Spacey's view of success. He uses the idea of a lift which presents the image of starting at the bottom of a large building and, by stages, going past floor after floor, eventually reaching the summit. Success:

- is dependent on luck
- brings with it responsibility
- requires you to inspire and encourage others
- requires you to show others the way and allow them to tread your path or take your lift to the top

In tackling the essay fully there should be evidence of reference directly or implicitly to:

- conscience and sense of responsibility
- ethics and rules of a person's life, their social group or society in general
- morality and the sense of right or wrong in the person's actions

Support for the idea may include:

- a wish to share success
- setting up a line of succession
- encouraging youth by example
- encouraging further support for a shortage area

Rejection of the idea may include:

- the notion that the success was ill-gained
- avoidance of losing the uniqueness of the person's success
- a person's assessment of 'doing well' might not be what is commonly regarded as success
- selfish protection of the secrets of one's success
- belief that everyone should find a personal way to success

The question is in three parts. An outline of what the quotation means followed by two sections where it is supported or rejected – this forms the main part of the essay as the first part is mostly interpretative.

Band 1 answers should display evidence of a *description* of the quotation and may include *examples*. There would be two clear points of support and two clear points of rejection supported by relevant argument. Very good essays may involve candidates outlining their own experience, perspective or a case study and this will unlock AO4 marks. Essays will be fluent, with few errors and a range of related vocabulary.

Band 3 answers may simply *describe* the quotation and will not supplement this with evaluation, making largely unsupported statements. There may be some imbalance in the ideas of support and rejection– these may lack focus or tangible analysis. Essays may be hampered by poor AO2 and an inability to structure and present an argument.

Band 4 answers will not cover the full rubric of the question and will likely consist of underdeveloped and unrelated statements with little or no argument and a failure to develop ideas further than simple statements. Essays would be characterised by poor fluency of language.

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

- 5 (a) Identify two minority groups and describe two cultural features of each group. [10]

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

Indicative content

A cultural group has a distinct way of life within a wider social culture and though there are key features to identify them, these are forever changing and, in some cases, become extinct as the cultural values become unfashionable or outlawed.

In consideration of features, candidates may refer to:

- beliefs – how far are these different from mainstream society?
- values – how acceptable and appropriate are these?
- patterns of behaviour – are these within or outside the law?
- roles – does this group serve a purpose and role within our culture or is it a contra-culture?

Other features which may be raised might include:

- age-range
- geographical location
- wealth

Two features should be awarded up to **8 marks** depending on the degree of support, development and example. A further **2 marks** are available for the quality of communication. Use **F1, F2, F3** for features and **D** for development, support, or examples.

Check your final mark with the 10 mark 5 level generic mark scheme.

- 5 (b) By referring to any two minority groups, discuss whether such groups have too much influence on contemporary Western society. [40]

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

Indicative content

The essay is concerned with minority groups in the UK NOT minority cultural groups and links directly to the notion of the new tribalism which is on-going and developing day by day. The choice of groups need not be contrasting.

Examples of minority groups might include:

- football fans
- New-Age Travellers
- health fanatics
- nationalists
- Goths and Moshers
- train spotters
- bungee jumpers
- ethnic minority groups
- religious minority groups

The list is endless and growing. Candidates should focus on giving clear indicators of what distinguishes the two chosen groups and examiners must use professional judgement when plausible and acceptable alternatives are offered.

Defining the minority status of each group might include details of:

- some contextual/historical background
- what it does, where it does it, and how
- the age profile of members
- are any special qualities/qualifications needed?
- any links to other groups/is this a 'branch' of a mainstream group?

Issues related to the influence of minority groups on contemporary western society:

- reactions to non-congruent behaviour
- changing attitudes due to press reports of minority group
- political agenda gives votes at local elections etc

Band 1 answers will display very good knowledge of two minority groups and explain clearly, with analysis and examples, how and to what extent they exercise some influence in contemporary society. This would include reference to several of the bullet points listed in the mark scheme. Very good essays would include reference to candidates' own experience(s), will be written in a perceptive and fluent way with few errors.

Band 3 answers will display some knowledge of two minority groups perhaps one being more extensive than the other. Statements made will likely be unsupported with cogent explanations or examples and there will be limited reference to either the basis of such groups or opposition to them. There will be little personal experience and a lack of structure to the arguments presented.

Band 4 answers will be lacking in any detailed knowledge on two groups or will outline simply stated information on only one. There will be little reference to the basis of each group or any notion of opposition. Arguments will be constructed without any logical sequence. Communication will hamper understanding.

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

- 6 (a) Outline three reasons why films should be awarded a censorship rating.

[10]

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

Indicative content

All films for general release are viewed by the British Board of Film Classification, a regulatory body made up of members of the public who are not necessarily experts. Mostly, they are appointed by the government, and like a court room jury, they are lay men and women.

Reasons to award censorship ratings might involve:

- maintaining quality
- preventing the proliferation of extreme behaviour (sex and violence)
- protecting the young and impressionable from adult behaviour before their time
- allowing the public to have some idea of the content of the film before viewing it
- acting as a warning device

Three reasons should be awarded up to **8 marks** depending on the degree of support, development and example. A further **2 marks** are available for the quality of communication. Use **R1, R2, R3** for reasons and **D** for, development, support or examples.

Check your final mark with the 10 mark 5 level generic mark scheme.

- 6 (b) Identify and briefly describe two television programmes or films which have been made about world events or famous people. Assess the effects that such programmes and films have had on public opinion [40]

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

Indicative content

It should be noted that there are many instances of documentary and fictionalised versions of actual events being made. These are acceptable examples which candidates may include.

Examiners are specifically asked to exclude films about fictional events eg Star Wars. However, there is scope for inclusion of programmes or films where there is some element of truth present, like 'Saving Private Ryan' and 'Bridge on the River Kwai'. Examiners should be positive and use professional judgement in assessing the validity of candidates' choices.

Events or figures might include:

- wars
- assassinations (or attempts)
- terrorist attacks
- coups and take-overs
- 'collapses' (of countries/companies/traditions)
- World War 2 (or any part of it)
- the Holocaust
- Kennedy's Assassination
- 9/11
- Diana, Princess of Wales
- the Tsunami
- Osama Bin Laden
- Saddam Hussein
- Hitler against the leaders of the Allies
- any well-known celebrity from the world of sport or entertainment

Effect on public opinion might include the following:

- a documentary should involve the portrayal of facts based on what a film maker researches either from contemporary documents or first-hand accounts and should be honest
- too often, and with a view to bolstering viewing figures, documentary makers 'take a stance' which *provokes* the viewers and the other media, effectively making the programme unmissable
- film-makers are deliberately controversial and cause public opinion to be stoked, fuelled by other media which develop the story
- the public are renowned for their scepticism of the British media and may treat all broadcast accounts of events and persons with caution
- extreme reactions to revelations by documentaries can cause instability and result in a government enquiry
- some film-makers act unprofessionally, using uncorroborated evidence, to gain some recognition. This is usually discredited later but not before a very public controversy
- sometimes documentaries may reveal matters of genuine public concern leading to wrongs and injustices being put right

The essay is in two parts: the identification and brief description of two television programmes: the analysis and assessment of the effects that these programmes have on public opinion. Candidates have the opportunity to evaluate and interject personal view points, case studies and to question ethics. Candidates who drift away from the question and simply offer a critique of the work of programme and film directors will be unable to access the higher mark bands.

Band 1 answers should display evidence of *description* of the two figures or events as well as their significance and importance. Very good essays may involve candidates outlining their own experience, perspective or a case study and this will unlock AO4 marks in gauging the effects on public opinion. Essays will be fluent, with few errors and a range of related vocabulary.

Band 3 answers may simply *describe* the event or person and simply relate how the film maker portrayed this on screen. This would not be supplemented with evaluation. Statements would be largely unsupported. There may be some imbalance of ideas and these may lack focus or tangible analysis. The effect on public opinion may be treated slightly. Essays may be hampered by poor AO2 and an inability to structure and present an argument.

Band 4 answers will not cover the full rubric of the question and will likely consist of underdeveloped and unrelated statements with little or no argument and a failure to develop ideas further than simple statements. Essays would be characterised by poor fluency of language.

Candidates selecting two programmes that have no link with reality, world events or famous people should be restricted to Band 4.

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

**Mark Scheme 2962
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions to Examiner booklet (revised June 2006)

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 4*)

2 After the standardisation meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen.
(Section 8a – d, page 6)

e) Handling of unexpected answers

The standardisation meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers.
(Section 6a, bullet point 5, page 4)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem.
(Appendix 5, para 17, page 25)

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
eg	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
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 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

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

Generic mark Scheme for 40 mark questions in Section B

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

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

Section A

- 1 Richard James is moving to an area in the Midlands. He writes to a local Estate Agent in the Midlands for details of three-bedroom houses for sale in the area and receives the information given on the Insert Sheet.

The Estate Agent informs him that the average house price in this area of the Midlands is £82 000.

- (a) Fig.1 gives information about the prices of 10 houses at different locations in one city in the Midlands. Each house has a location number. All the houses have three bedrooms.
Using the information in Fig.1 work out the following for these 10 houses. You need to show your working.

- | | | | | |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------|
| (i) | mean
£145 900 | correct answer, no working,
finding total of 1 459 000
correct answer $1\,459\,000 \div 10 = 145\,900$ | 2 marks
1 mark
2 nd mark | [2] |
| (ii) | median
£107 500 | [the middle value]
Correct answer, no working,
$100\,000 + 115\,000 = 215\,000$
$215\,000 \div 2 = 107\,500$ | 2 marks
1 mark
2 nd mark | [2] |
| (iii) | mode
£82 000 | [the value which occurs most frequently]
correct answer only | | [1] |
| (iv) | range
£398 000 | [highest value minus lowest value]
Correct answer, no working
$450\,000 - 52\,000$, accept $52\,000$ to $450\,000$
$398\,000$ | 2 marks
1 mark
2 nd mark | [2] |
| (b) | (i) | Which average did the Estate Agent use?
He used the mode – [1 mark for correct answer only] | | [1] |
| | (ii) | Suggest how this average could be considered misleading
Eg It is very low
and could suggest that most house prices are considerably cheaper in this area. | | [2] |
| | (iii) | Which average would you have chosen and why?
No mark for choice made.
Justification needs to match choice.
Choice and simple reason
Choice and developed reason
Eg I would have chosen the median because this is the middle value and so you know that there are houses both above and below this price.
Gives a good guide. | 1 mark
2 marks | [2] |
| (c) | Richard James decides to buy the house at Location 3 for the asking price. He needs to pay a 12 ½ % deposit.
Work out the deposit for the house at Location 3.
£10 250 | correct answer, no working,
$12.5 \times 82\,000 \div 100$ or similar
$10\,250$ | 2 marks
1 mark
2 nd mark | [2] |

- (d) Houses are given Council Tax Bands to determine how much occupiers have to pay each year [see Fig.2]. The bands are based on the 1991 values of the properties. Assume that property prices in this area have doubled since 1991.

Use the information in Fig 2 to write down the Council Tax for the house at Location 3.

£839.25

[2 marks]

Just B or Band B

[1 mark]

[2]

- (e) Richard James is concerned about the electricity charges for this house and would like to estimate next year's annual electricity bill.

- (i) How could this be estimated from the information in Fig.3?

Eg He could take the moving average and use this to look at trends.

Draw a graph and make a line of best fit.

Look at the differences for each given month eg Sept 05 £68

Sept 06 $68 + 4 = 72$

Sept 07 $72 + 4 = 76$

[2]

- (ii) What other factors would he need to take into consideration in order to reach a realistic prediction?

Eg the following factors may change:

- marital status
- number of children
- climate change
- unusual weather
- increased energy costs
- more electrical appliances
- introduction of air conditioning.

Credit any other valid points.

Allow 1 mark for each suggestion.

[2]

Total [20] marks

2 The graph below divides people into three groups – underweight, OK and overweight – according to their heights.

(a) Describe how the data, on which this graph is based, may have been collected. Suggest how the OK band may have been determined. [10]

This is about data collection.

Candidates could be looking at primary and/or secondary data sources.

Primary data:

- researchers/scientists collect data on height/weight/health
- need to select a sample, who to sample, size of sample
- how to measure weight, height, health
- recording of results
- approximations due to sampling.

Secondary data:

- obtaining data from published sources
- range of data available from a variety of sources
- variety of samples from different groups
- dangers of these published samples being dated.

Use generic Mark Scheme

Max Band 2 if answer lacks balance [4 2 4]

(b) Describe two different patterns shown on the graph. [4]
1 mark for pattern/trend and 1 mark for development. 2+2

- eg Taller people tend to weigh more – positive correlation
- the range for OK increases as the height increases.

Development may be through qualitative comment or the use of figures.

(c) Jennifer's height is 164 cm and she weighs 65 kg.
Mark's height is 182 cm and he weighs 72 kg.

(i) Use the graph to decide in which group each student belongs. [2]
Jennifer OK.
Mark OK.

(ii) Outline and justify two factors, other than height and weight, which need to be taken into consideration when determining if a person is overweight. [4]

Other factors need to be taken into consideration, not just height and weight.
Eg age, sex, build, ethnic origin, general fitness levels, medical issues, BMI.

This graph gives only a very general indication of the 3 groups and should not be used by anyone with any real concerns about their weight. These are some of the other factors that need to be considered.

- **age** – young people have growth spurts and this may result in their falling into a different group.
- **sex** – men tend to have more muscle than women and this graph may need to make enough allowance for this, a woman may be pregnant and this will affect her weight.
- **build** – a general body shape is as important in determining whether a person is over or underweight. Fat may be unevenly distributed (eg pear shaped woman) yet that individual may be well within the OK range. Rugby players have more muscle and may well be outside the OK range.
- **fitness level** – someone may well fall outside the OK range still have a good metabolic rate, be generally fit and healthy and therefore have nothing to worry about eg sportsmen.
- **BMI** – the formula for BMI [kg/m^2] is a better indicator.

Accept any other valid factors with justification eg medical issues, lifestyle

- (d) **The graph is part of a wider study to investigate the suggestion that there is a link between being overweight and suffering a heart attack.**

Describe how you would continue with this wider investigation. Include the type of data you might collect. How would you analyse and evaluate the results obtained? [10]

continuation of study:

- statement of hypothesis
- further surveying/sampling – eg of people who fell into the overweight category, sending out questionnaires to people who have had heart attacks or their families,
- analysis & presentation of results eg tables/graphs to find a pattern/relationship

evaluation of study:

- is there a valid relationship
- what other factors might cause heart attacks
- possible redefinition of 'overweight' draw conclusions
- recognise anomalies.

Use generic Mark Scheme

Max Band 2 if answer lacks balance [4 2 4]

Total [30] marks

3 (a) Explain, briefly, four methods of contraception.

[10]

Assessment Objectives Balance

AO1	AO2	AO3	AO4
4	2	4	0

Indicative Content

Methods of contraception available include:

- the pill – a pill (containing the hormones oestrogen and progesterone) which stops the release of eggs from the ovaries and thins the womb lining to help prevent implantation of the fertilised egg
- morning after pill
- (male) condoms – also known as the barrier method, prevents sperm from entering the vagina
- IUS (intrauterine systems) – a small plastic T shaped device which releases a hormone (progesterone) and thins the lining of the womb to help prevent implantation
- the patch – a patch worn on the skin which contains hormones (oestrogen and progesterone) and stops the release of eggs from the ovaries and thins the lining of the womb to help prevent implantation
- implants – a small flexible rod or tube placed under the skin, usually in the arm, which releases a hormone (progesterone) which stops ovulation in some women and thins the lining of the womb to help prevent implantation
- injections – injected into a muscle and gradually releases a hormone (progesterone) which stops ovulation in some women and thins the lining of the womb
- diaphragms & caps - also known as the barrier method, prevents sperm from reaching the egg
- IUDs (intrauterine devices) coil – small plastic and copper device inserted into the vagina which stops the egg implanting in the walls of the womb
- sterilisation (male), vasectomy – sperm ducts are cut to prevent sperm from fertilising the eggs. Should be considered as a permanent form of contraception.
- sterilisation (female) - the fallopian tubes are cut, sealed or blocked, which prevents the eggs from meeting the sperm. Should be considered as a permanent form of contraception.
- the rhythm method
- abstinence.

Do not accept abortion.

Within the generic mark scheme

2 marks for some identification of each method and brief explanation of how it works

2 marks for communication AO2

(4 x 2 + 2)

Then check against generic mark scheme.

Credit answers which just refer to 'hormones' without specifying exactly to which hormones they are referring.

Recommended annotation:

M₁ M₂ M₃ M₄ for the **M**ethods identified.

- (b) Medical advances in recent years mean that infertility no longer automatically leads to childlessness. There is a range of different forms of assisted reproduction eg fertility drugs, IVF and surrogacy.

Briefly describe three methods of assisted reproduction. Concentrating on the scientific issues, present arguments for and against continuing to research and improve one alternative way of having children. [40]

Assessment Objectives Balance

AO1	AO2	AO3	AO4
10	10	10	10

Candidates are expected to demonstrate that they have some understanding of three identified forms of assisted reproduction.

Candidates then have to present arguments for and against continuing research in this area.

Candidates should be considering scientific arguments. In the second part of the question those who consider only the ethical and moral implications of the research max. Band 2.

Indicative Content

- fertility drugs – these are used to increase the chance of a woman conceiving often encouraging the production of more ripe eggs than would normally be produced
- IVF – involves the removal of eggs from the ovary, fertilising them in a test tube and then re-implanting them in the woman's womb
- surrogacy – this involves implantation of an embryo into the womb of another woman, not genetically related, who will carry the baby to term and then return it to the parents
- sperm donation.

Credit any other valid methods.

for	against
<ul style="list-style-type: none"> • remove defective genes/only choose 'perfect' embryos • siblings can be conceived to provide genetic material • greater knowledge of our own reproduction • help couples have genetically related children • health/mental health issues concerned with fertility. 	<ul style="list-style-type: none"> • not suitable for everybody • problems with surrogacy ie health issues • dangers of eugenics/designer babies • imbalance of the sexes if parents can choose the sex of their baby • medical dangers of frozen sperm/embryos • threat to mother's health eg fertility drugs over-stimulate the ovaries • population explosion • issues re older mothers (eg conception at 60).

Band 1 answers will show good knowledge of the 3 different forms, may well refer to other methods, and will give at least one scientific argument for and against.

Band 3 answers will describe the 3 forms but will not demonstrate a sound knowledge of what they mean. The arguments may well lack balance and dwell on ethical issues.

Band 4 answers will show limited knowledge of the methods and may just list some of the arguments.

Recommended annotation:

F₁ F₂ F₃ for **F**orms of assisted reproduction.

Pos arguments for.

Neg arguments against.

- 4 (a) Describe three ways in which industry [eg commerce, tourism, mining activities] threatens coastal areas. [10]

Assessment Objectives Balance

AO1	AO2	AO3	AO4
4	2	4	0

Indicative Content

The question aims to encourage candidates to think of conservation in terms of the UK's coastal areas. Although candidates are not asked to give examples, appropriate illustrations (UK or worldwide) of their arguments need to be credited.

The following are just a few of the many answers candidates can be expected to provide.

Eg high rise hotel developments lining the cliffs, replacing wildlife habitats (eg Benidorm in Spain, Cancun in Mexico - just one hotel after another) with the associated pollution (visual, noise, litter). Once this has happened it is very difficult to put the clock back. However commercial development that lies within the spirit of the area needs to be encouraged.

Eg building construction and its effects on underlying geology and ground stability.

Eg leisure facilities [car parks, caravan parks, camping sites] which are poorly sited and managed, encourage people to walk, possibly drive, along coastal areas of natural beauty destroying the landscape, causing erosion, leaving litter, disturbing wildlife, possibly causing damage which would be difficult to change.

Eg excavating quarries and mines along the coast destroying the landscape causing extra traffic [lorries] problems with erosion and visual pollution as well as causing irretrievable damage. Eg oil refineries, power stations.

Credit any other valid points.

3 marks [max 8] for each way clearly developed.

2 marks for communication AO2.

Then check against the generic mark scheme.

Recommended annotation:

C for **C**ommerce.

T for **T**ourism.

M for **M**ining.

Do not credit repetition of same threat for different types of development.

- 4 (b) The National Trust's Neptune Campaign aims to save and manage the UK's coastal areas. Since 1965 the National Trust has been purchasing lengths of the best of the nation's coastline and coastal hinterland.

With reference to one or more coastal areas suggest why the National Trust might consider purchase. [40]

Assessment Objectives Balance

AO1	AO2	AO3	A04
10	10	10	10

Indicative Content

Candidates need to show awareness of what needs conserving and some of the choices that have to be made. Candidates do not have to name the coastal area to which they are referring – but credit needs to be awarded if they do. Candidates are, however, expected to support their statements with relevant examples but not necessarily from one particular site.

The National Trust might consider purchase because:

- The site contains important flora and/or fauna
- The site may be purchased for inappropriate use by a developer
- The site and buildings have links to heritage eg historic lighthouse, Ministry of Defence buildings at Orford Ness, Victoria gun battery on the Isle of Wight
- The house is an important part of UK history
- Ownership by the NT will enable greater public access
- The site is important for wildlife as habitat
- The site is in poor condition but has potential

Band 1 answers will consider at least 3 different well-developed reasons for purchase supported by reference to specific example/s. Credit answers which balance their argument by referring to sites that may not be considered for purchase.

Band 3 answers will suggest 2/3 different reasons showing limited awareness and with some reference to one or more coastal areas.

Band 4 answers will give 1/2 different reasons with brief development and only very brief/vague reference to one or more coastal areas.

- 5 (a) Describe three advantages that non-renewable sources of energy have over renewable ones. [10]

Assessment Objectives Balance

AO1	AO2	AO3	A04
4	2	4	0

The emphasis in recent years has been to stress the disadvantages of fossil fuels/nuclear energy so this question encourages candidates to look for the positives.

Indicative Content

OIL/COAL/GAS

[allow NUCLEAR ENERGY]

some of the advantages include:

- technology already available
- proven supply
- high power
- infrastructure present
- creates employment
- safer
- high capacity/reliable
- still large reserves of all three sources available although estimates vary
- reserves are relatively cheap and easy to find
- costs can be variable but still relatively cheap
- quicker start-up times [gas has the quickest start-up time]
- produce huge amounts of energy and tend to be flexible in meeting demand.

Candidates may, but do not have to, refer to nuclear energy. Those who do so should receive credit for their choice.

NUCLEAR

- cost and rate-of-use is relatively low
- flexible in meeting demand
- does not produce carbon dioxide and sulphur dioxide
- can be situated in sparsely populated areas.

Credit any other valid points.

3 marks [max 8] for each advantage clearly developed.

2 marks for communication AO2.

Then check against the generic mark scheme.

- (b) The UK has a dilemma; how to meet its growing energy demand and at the same time reduce carbon dioxide emissions from cars, industry and power stations.

Describe the advantages and disadvantages of two possible solutions to this dilemma. [40]

Assessment Objectives Balance

AO1	AO2	AO3	A04
10	10	10	10

Indicative Content

This question is about the growing demand for energy and the need to reduce carbon dioxide emissions. It is not about climate change, global warming and/or the greenhouse effect.

Candidates may begin by giving a brief explanation as to why the demand for energy is growing but these ideas should only be very briefly developed and should not form the main part of the answer. Many will refer to the Kyoto agreement and can receive credit for doing so.

The main emphasis must, however, be on possible solutions.

Candidates will offer a range of possible solutions but most will probably concentrate on expanding renewable/alternative energy but it is hoped that better answers will open out the debate.

Eg

Use more renewable energy

advantages	disadvantages
<ul style="list-style-type: none"> • 'renewable' so will not run out • do not contribute to 'global warming' • do not cause pollution/acid rain • no fuel costs during operation – 'free' • fairly low maintenance • can be used in a range of situations. 	<ul style="list-style-type: none"> • can be unsightly – environmental pollution [eg wind farms] • technology needs to be developed • some have to be sited in specific locations eg Hydro-electric • can cover a large area • can be unreliable/not match demand • expensive to set up.

Reduce energy consumption

advantages	disadvantages
<ul style="list-style-type: none"> • will definitely reduce emissions • less wasteful of resources • will make our environment cleaner • can be encouraged by advertising • our resources will last longer [be there for emergency use] • people may live healthier lives . 	<ul style="list-style-type: none"> • may affect our standard of living • industry may be restricted – this will affect the economy • public buildings may be affected eg Hospitals • people may not be convinced of the need to reduce consumption • may affect UK economy and developing countries.

Candidates offering nuclear power [with its advantages and disadvantages] will receive full credit for doing so provided their arguments are relevant to this question. They are, however, not required to consider nuclear energy as this is covered on A2.

Please credit any other valid points that candidates offer.

Band 1 answers will show a good understanding of the issues and the balances that need to be maintained. There may be an introduction briefly outlining the growing energy demand and the link between carbon dioxide emissions and cars, industry and power stations. Clear development of two well balanced solutions.

Band 3 answers will consider two possible solutions and briefly outline advantages/disadvantages but have limited balance.

Band 4 answers will give one or two possible solutions with limited development.

Candidates who only refer to energy shortages in general max Band 3.

Recommended annotation:

S1 Solution 1

S2 Solution 2

Pos arguments for.

Neg arguments against.

**Mark Scheme 2964
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

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Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
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Use the following annotations. **Do not use ticks in Section B.** In any one script you are not expected to use all of these.

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(...)	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.

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

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

Generic Mark Scheme for 40 mark questions in Section B

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

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

Section A

Assessment Objective Balance				
	AO1	AO2	AO3	AO4
Section A	20	4	20	6

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

1 (a) Paying the Council Tax is very unpopular with some people.

Many older people think that the amount of Council Tax they pay should be reduced.

Suggest three reasons they might give.

[9]

3 reasons at 3 marks each.

Reasons could include:

- they have a lower or fixed income
- they use service less
- they do not send children to school
- payment creates poverty
- size of home no indicator of ability to pay
- they create less waste
- paid all their lives
- services poor not worth the money
- services deteriorated
- older people expect reductions.

1 mark for simple reason and 2 further marks for development/exemplification.

(b) Some people say that the Council Tax is unfair because the amount households pay is based upon the value of the house in which they live.

Describe two ways in which it might be argued that this is an unfair system.

[6]

2 @ 3 = 6 marks

1 mark for simple statement and second and third marks for development.

Arguments against tax being based upon residence:

- older people may be still living in family home
- emotional reasons
- single person households eg widows
- house does not reflect demand for services
- some second homes hardly use local services
- not related to ability to pay
- one household may have several earners
- value of houses varies according to area
- problems of empty properties
- house improvements.

Inheritance legacy arguments need to be convincing.

- (c) Some politicians have proposed a local income tax as an alternative to the Council Tax. This would mean the local authority receives the same amount of money but individuals pay according to their income rather than the size of the house in which they live.

Describe four disadvantages of moving to a local income tax system. [12]

4 disadvantages @ 3 each.

1 mark for simple statement and 2 for development including examples.

Recommended annotation:

d₁ d₂ d₃ d₄

Disadvantages include:

- further burden on tax payers
- people without income may not contribute
- no incentive for people under-occupying large house to move out
- problems of collection
- mobility of population
- many people do not live where they work
- tax evasion
- resentment between locals
- disincentive to work.

- 2 Some of the money raised in Council Tax is used to pay the staff delivering local services. Some people delivering local services complain that they are poorly paid. Briefly examine the issues concerning people like refuse collectors and fire fighters being able to strike for better pay. [7]**

Allow 3 marks for each developed point.

Points in favour include:

- strikes allow workforce to press for better pay
- many other paid people can strike
- without the threat of strikes people may be exploited
- these are essential and skilled jobs and should be paid well.

Points against the right to strike:

- essential services must continue 24/7
- innocent people in danger
- health and safety issue
- have job security
- pay can be settled independently in special cases
- somebody has to pay for rises
- taking money from others
- rarely change public opinion in the right direction
- may alienate strikers from society.

Allow occupations not paid for by Councils.

- 3 Local authorities are often criticised for the efficiency of the services they provide. Definitions of efficiency could include value for money, speed, quality and reliability of service, and response to problems.**

Describe an investigation you would carry out to assess the efficiency of one of the following services in your area:

- (i) refuse collection
(ii) sports centres
(iii) public libraries.**

[16]

This will need some kind of investigation.

Service to be investigated needs to be named.

One style of investigation would involve:

- selection of sample of sites/residences/neighbourhoods
- consultation of literature
- consultation with providers of service
- setting up of observational survey
- sampling strategy
- recording strategy
- tabulation and conclusions.

Another investigative method would include:

- selection of sample of sites/residences/neighbourhoods
- consultation of literature
- consultation with providers
- consultation with users
- structured questionnaire
- sampling of views
- analysis strategy
- tabulation and conclusion.

Lists of questions in a Questionnaire max 3.

Another investigative strategy would involve interviews with all of the parties involved including providers, users (commercial and residential). In addition secondary sources would be valuable.

Credit also anyone mentioning comparative studies of other places.

Allocate marks as follows:

Preparation, planning and strategy development

Methods of undertaking the survey

Conclusions and completion

Section B

Assessment Objective Balance				
Section B	AO1	AO2	AO3	AO4
(a)	4	2	4	0
(b)	10	10	10	10

Answer **one** of the questions in this section. Answers must be in continuous prose. Answers in bullet points max Band 3.

- 4 (a) **The people vote to elect a government, cardinals vote to elect the Pope and shareholders confirm their Chief Executives through votes. Consider the proposal that one of the following be selected by using a voting system.**

(i) **Judges**

(ii) **Head Teachers**

(iii) **Doctors**

[10]

Generic scheme should be used to finalise the mark.

Reserve two marks for AO2

Allow up to three marks for each developed point up to a maximum of 8.

Indicative content

Points against voting system:

- who would comprise the electorate?
- cost
- time taken
- formation of short list
- information to electorate
- politicisation of the electorate
- competence of electorate.

Points for voting system:

- allows greater democracy
- no closed shop or cronyism
- allows candidates to provide manifestos
- provides for selection of appropriate candidates.

Recommended annotation:

Pro₁ Pro₂ Pro₃

Ag₁ Ag₂ Ag₃

+ AO2

- (b) In the UK, after an election, the party with the most seats is invited to form a government. The government may have:
- a large majority over all other parties
 - a small majority over all other parties
 - the most seats of any one party but fewer than the total held by the other parties.

How might each of these situations lead to good government? Use examples to illustrate your answer. [40]

Use the 40 mark generic scheme to come to final mark.
Allow 10 marks for AO2

Indicative content

Governments with a large majority over all other parties:

- are able to give bold leadership
- are able to carry through policies that may be unpopular
- are able to resist opposition even within their own party
- have a large number of MPs from which to select senior posts
- work load can be spread.

Governments with a small majority over all other parties:

- implies policies can be implemented
- care to carry all governing party with government
- quick response to threatening situations
- more extreme policies shelved.

Governments with the most seats of any one party but fewer than the total held by the other parties:

- need to search for consensus
- government carries forward limited centre ground policies
- use of ideas from other parties
- introduces positive role for other parties

Examples of the three will gain credit for candidates

eg

Large majority – Labour in 1997

Small majority – Labour in 2005, Conservative 1992

Minority – Labour in 1974.

- Band 1** These candidates will have something to offer in all three situations but only two of them will be developed. At least one of the situations will be linked to an UK example. Their answers will be written clearly with accurate SPG and sound structure. **33-40**
- Band 3** These candidates will offer some comment in two of the situations but only one will be developed or modest development of two. The response will be clear but contain some errors of SPG and modest structure. **17-24**
- Band 4** These candidates will tend to include material in only one of the categories though the others will be mentioned. Their command of AO2 will be limited or inaccurate. **9-16**

Recommended annotation:

L1, L2, L3 for points related large majority government.

S1, S2, S3 for small majority government,

M1, M2, M3 for minority government.

Use Intro, dev, concl.

eg will be important here.

- 5 (a) Identify two leading political figures, past or present, and contrast their views on one issue. [10]

Generic scheme should be used to finalise the mark.

Reserve two marks for AO2.

Allow up to 6 marks for the views of either politician.

Examiners will need to identify the issue (Use brackets or I). The issue may appear at the start, in the middle or at the end of the answer. All are acceptable.

A regular choice will be the prime minister and the leader of the opposition.

Choices could be from the same party.

For example in 2005.

Blair on tax:

- people pay taxes for services
- taxes sustain public services
- level of tax depends upon income
- services before tax cuts.

Howard on tax:

- savings can be made on public services
- taxes are too high and inhibit enterprise
- some people can be taken out of benefit and thus save taxes
- central government wastes taxes on bureaucracy.

(b) Some government policies can be popular nationally but be unpopular locally. Recent examples include:

- increasing the number of affordable houses
- closure of small uneconomic primary schools
- ending accident and emergency services at small local hospitals.

Using two examples explain how government policies can be seen differently from local and national perspectives. [40]

Use the 40 mark generic scheme to come to final mark.

Allow 10 marks for AO2

Three examples are given in the question. Candidates restricting their answers to these three areas will be able to gain high marks. They do not need to introduce new topics.

Indicative content

Popular national policies:

- environmental concerns
- housing for everyone
- efficiency and lower taxes
- better transport links
- the very best health provision when needed.

Reasons for local unpopularity:

- nimbyism (not in my back yard)
- regional issues eg North versus South
- loss of familiar facility
- dislike of using unfamiliar facility
- problems of travel
- local knowledge shows alternatives
- comparison based upon local view
- tradition and nostalgia.

- Band 1** These candidates will establish the reasons for a policy at the national scale. They will also be clear on the reasons for different local perspectives. The answers will be supported with two named example of places or policies. Their answers will be written clearly with accurate SPG and sound structure. **33-40**
- Band 3** These candidates will be able to establish the case for either a national or local policy but will include mention at both scales. Least one example of a place or policy will be present. The response will be clear but contain some errors of SPG and modest structure. **17-24**
- Band 4** These candidates will have some idea of the policy at one of the scales. Their command of AO2 will be limited or inaccurate. **9-16**

Recommended annotation:

N for national scale policies.

L for local scale reactions.

Use Intro, dev and conc.

eg for example (important).

- 6 (a) **The number of speed cameras on main roads and motorways is increasing in an effort to improve safety. Some motorists and motoring organisations oppose this policy. Describe four arguments against this policy.** [10]

Generic scheme should be used to finalise the mark.

Reserve two marks for AO2

Examiners should begin with 4 arguments at 2 each.

Plus 2 marks for AO2.

Indicative content:

- cause a distraction for drivers
- may cause rage to motorists
- sudden reductions of speed a hazard
- slow speeds are a frustration to delivery people
- seen as stealth tax to collect revenue from long suffering motorist
- privacy issues
- ineffective waste of money
- motorways can take the speed eg Germany
- people become used to their location
- motorists only slow for cameras
- machines to spot and avoid speed cameras introduced
- encourages vandalism
- speed is not a major cause of accidents
- bad for the car trade eg fast cars do not sell
- money should be spent elsewhere
- reliability of camera recording
- expensive to maintain, install and administer.

Recommended annotation:

A₁ A₂ A₃ A₄

+ AO2

- (b) **Everyone knows that in terms of the environment and a sustainable future we should travel by bus and train. Everyone knows that in terms of the environment and a sustainable future we should not travel by car and aeroplane. Why then do so many of us continue to use cars and aeroplanes more than buses and trains?** [40]

Use the 40 mark generic scheme to come to final mark.
Allow 10 marks for AO2.

Indicative content

Reasons for use of car and aeroplane:

- convenience
- comfort
- point to point
- reliable
- time savings/speed
- poor quality of rail services eg cleanliness
- selfish personal view
- no choice in some rural areas
- safety record
- need for speed in the modern world
- business needs in the 21st century.

Be ready to credit the development or exemplification of these points.

- Band 1** These candidates will establish at least three developed reasons for continued travel by car and air. They may do this in terms of positive features of cars and air travel or negative aspects of bus and rail. Their answers will be written clearly with accurate SPG and sound structure. **33-40**
- Band 3** These candidates will establish at least two reasons for the continued use of car and air. The reasons will not be developed and may appear as a list. The response will be clear but contain some errors of SPG and modest structure. **17-24**
- Band 4** These candidates will have an idea or reason for the continued use of car and air. The range will be limited. Their command of AO2 will be limited or inaccurate. **9-16**

Recommended annotation:

R1, R2, R3 for reasons for use of car or air.
Use intro, dev and conc.

**Mark Scheme 2965
June 2007**

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R	reason
Rep	repetition, often of the question
Ev	evaluation

Stages to an essay mark

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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.

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.

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:	45-50
AO1	<ul style="list-style-type: none"> select, use and integrate a very good range of relevant knowledge; show a good understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way; use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility; 	
AO3	<ul style="list-style-type: none"> analyse issues and problems well and evaluate them appropriately; develop complex reasoned arguments and draw sound conclusions on the evidence; 	
AO4	<ul style="list-style-type: none"> demonstrate a very good awareness of the differences between types of knowledge; have a very good grasp of the limitations of the different types of knowledge. 	
Band 2	The candidate demonstrates the following abilities where appropriate to:	37-44
AO1	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge; show an understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way; use a wide range of the rules of grammar, punctuation and spelling with facility; 	
AO3	<ul style="list-style-type: none"> analyse issues and problems and evaluate them competently; develop reasoned arguments and draw conclusions on the evidence; 	
AO4	<ul style="list-style-type: none"> demonstrate a good awareness of the differences between types of knowledge; have a good grasp of the limitations of the different types of knowledge. 	

Band	Level descriptor	Marks
Band 3	The candidate demonstrates the following abilities where appropriate to:	27-36
AO1	<ul style="list-style-type: none"> select, use and integrate a range of accurate and relevant knowledge; show an adequate understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate the ideas clearly, using some specialist vocabulary with facility; use some of the rules of grammar, punctuation and spelling with facility; 	
AO3	<ul style="list-style-type: none"> undertake some analysis of issues and problems and make a superficial evaluation; develop arguments and draw conclusions; 	
AO4	<ul style="list-style-type: none"> demonstrate an awareness of the differences between types of knowledge; have a grasp of the limitations of the different types of knowledge. 	
Band 4	The candidate demonstrates the following abilities where appropriate to:	16-26
AO1	<ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge; show a modest understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary; use some rules of grammar, punctuation and spelling; 	
AO3	<ul style="list-style-type: none"> demonstrate limited analysis of issues and problems with limited evaluation; develop limited arguments and draw limited conclusions; 	
AO4	<ul style="list-style-type: none"> demonstrate limited awareness of the differences between types of knowledge; have a restricted grasp of the limitations of the different types of knowledge. 	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-15
AO1	<ul style="list-style-type: none"> select, use and integrate some relevant knowledge; integrate knowledge from a very limited area; show a restricted understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms; use poor grammar and punctuation, and inappropriate spelling; 	
AO3	<ul style="list-style-type: none"> undertake poor analysis of issues, problems and evaluation; recognise arguments and conclusions; 	
AO4	<ul style="list-style-type: none"> demonstrate a very limited awareness of the differences between types of knowledge; have a very restricted grasp of the limitations of the different types of knowledge. 	

Assessment objectives for this paper.

Each question carries the same balance of marks.

AO1	AO2	AO3	AO4
16	9	16	9

Section A

The Scientific Domain

Answer **one** question from this section.

- 1 **People studying the history of science have described the following contributions made by four scientists.**

Eratosthenes, 2200 years ago, was the first person to measure the circumference of the earth.

Archimedes (287-212 BC) found that an object in water experiences an upward force equal to the weight of the water displaced.

Isaac Newton (1642-1727) provided an understanding of why objects fall to the earth, carried out experiments to test theories and worked out three universal laws.

Sun Junying, a Chinese scientist working in 2004, was honoured for her work in Antarctica where she studied chemicals stored by glaciers. Her work has been warmly praised for the dedication shown whilst working through the hardships in glacial environments.

Using examples, discuss why it is difficult for people who study the history of science to be certain of the contribution made by a scientist.

[50]

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

The question asks for:

- use of examples
- difficulties in studying the history of science
- discussion of the topic.

'Contribution made by a scientist' includes attribution, validity and accuracy of the contribution.

Indicative content

Use of examples

These may include the four provided as well as others accepted as scientists. Examiners should be liberal in their interpretation of scientists to include social scientists.

Difficulties for those studying history of science include:

- science can be team work
- discoveries often at the same time in different places
- one discovery emerges from another
- manipulation of results to give desired outcome
- no validated diaries exist
- different eras have different technical equipment
- different societies and times have different values
- false claims
- head of department and student relationships

Band 1	These candidates will use at least one example of a named scientist or the work of scientists and find three reasons for difficulties in the study of the history of science. There will be an element of discussion. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	45-50
Band 3	These candidates will include at least one example of a named scientist or of the work of scientists. They will describe at least two difficulties for those studying the history of science. Some evidence of discussion will be present. The response will be clear but contain some errors of SPG and modest structure.	27-36
Band 4	These candidates will describe difficulties in general terms and there may be no examples of named scientists. Their command of AO2 will be limited and inaccurate.	16-26

Recommended annotation:

Intro.

Ex1, Ex2, Ex3 ... for examples of named scientists or the work of scientists with no name.

Use dev to show developed descriptions.

Diff1, Diff2 and Diff3 ... for difficulties.

Disc for discussion points.

Conc.

- 2 **Developments are continually taking place in telecommunications. Mobile telephones, for example, now include digital cameras and points for access to the internet. Describe and justify a new development that you would wish to see take place in telecommunications. Assess the social implications of your prospective invention.**

[50]

Assessment objective balance.

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

This question arises from the telecommunications and prospective inventions section of the specification. The candidates need to:

- describe and justify one new development in telecomms
- assess the social implications of the development.

Indicative content

Possible new developments.

The candidates could be very imaginative in this section but may suggest:

- extended television or video to mobile devices
- stock control and availability more widespread
- faster devices than broad band
- wireless devices
- resident personalised directories pre loaded
- solar power sources for telephones
- satellite navigation
- implants
- wristwatch telephones
- lifetime power packs.

Be ready to allow developments that are very close to those currently available.

Assessment of social implications

These will probably be an extension of today's trends.

- loss of personal face to face contact
- use by law breakers
- faster delivery of exact services
- greater intrusion
- increased demand for resources
- greater knowledge of implications
- increased knowledge of places to visit.

Band 1	These candidates will give a clear account of the new development they anticipate. They will describe social implications. Crucially they will include an assessment of these potential changes. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	45-50
Band 3	These candidates will be able to suggest a prospective development though there will be little detail. They will suggest social implications in general terms. The response will be clear but contain some errors of SPG and modest structure.	27-36
Band 4	These candidates will suggest a prospective change in general terms and suggest a social implication. Their command of AO2 will be limited and inaccurate.	16-26

Recommended annotation:

Intro.

N for nomination of prospective development.

D1, D2 and D3 for descriptive points about the development.

Use dev for extended description.

J 1, 2 and 3 ... for social implications.

Ass for Assessment of implications.

Conc.

- 3 **What reasons might be used to justify locating an industrial site in an environmentally sensitive or fragile area? How might local authorities reduce the environmental impact whilst allowing such a project to go ahead?**

[50]

Assessment objective balance

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

This question asks for:

- reasons given for locating an industrial site on a fragile site;
- actions by local authority to reduce impact.

Indicative content

This will depend upon the industry, the site, nature of the impact/pollution and the attitude of the local authority.

For example a quarry in a National Park might argue:

- local need for employment
- national need for resource extracted
- disruption only temporary
- site not close to tourist or landscape areas
- other quarries exist
- site will be restored.

The local authority can: (whilst still allowing it to go ahead)

- undertake an environmental impact assessment
- demand cleaning filters on any chimneys
- require treatment of waste water
- washing of lorries leaving the site
- control transfer routes of lorries
- planting of trees and shrubs to landscape the site
- limit working hours
- examine and refine restoration plans
- set time limit.

Examiners should be relaxed in their consideration of what constitutes an industrial site. Concentrate instead upon the reasons for the development being allowed in an environmentally sensitive area.

Band 1	These candidates will establish the reasons given in some detail. They will develop the actions of the local authority to the project to reduce the impact. The response will not be entirely negative (support and restrictions). Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	45-50
Band 3	These candidates will give some reasons appropriate to a project. They will also have some material relevant to the local authority response. The response will be clear but contain some errors of SPG and modest structure.	27-36
Band 4	These candidates will give some reasons in general terms. The response of the local authority will be brief and general. Their command of AO2 will be limited and inaccurate.	16-26

Recommended annotation:

Intro.

R1, R2 and R3 for reasons given for use of site.

L1, L2 and L3 for reactions of local authority.

Use dev for developed points.

Conc.

Section B

The Cultural Domain

Answer **one** question from this section.

- 4 Describe the central ideas of humanism today and assess the extent to which they provide a satisfactory alternative to religion in everyday life.**

[50]

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

The question asks the candidate to:

- describe the central ideas of humanism
- assess the extent to which these ideas provide a satisfactory alternative to religion in everyday life.

Indicative content

There is a range of versions of humanism.

Central ideas include:

- this is the only life we have
- life should be lived well
- good actions, those that are right and moral, promote happiness
- wrong actions lead to unhappiness
- human reason is the guiding force on life
- having curiosity and with a free mind to believe in the human race
- there is no spiritual world
- we can only believe what we can see, hear, taste, touch or feel
- aiming for the greatest happiness for the greatest number.

Assessing the extent to which they provide a substitute for religion:

- critics of humanism (including Simone Weil) suggest that the mistake for humanists is believing that they can achieve their aims, such as beauty, truth, liberty and equality, without God
- critics emphasise the problems of human behaviour and the need for the forgiveness of sins
- many religions offer salvation and the provision for death and resurrection
- critics suggest that much of humanism is based upon various religious books and that much humanistic thinking is religious
- some would suggest that humanism is a religion, but one without a supernatural being
- critics point to the unexplained and the emotions
- critics question the denial of religious revelation
- people need the comfort of a divine creator with a plan.

Some additional notes to help examiners:

Humanists think that science and reason provide the best basis for understanding the world around us.

Humanists believe that moral values are properly founded on human empathy and scientific understanding.

Humanists see no convincing evidence for gods, the supernatural, or life after death.

Humanists believe we must live this life on the basis that it is the only life we'll have - that therefore, we must make the most of it for ourselves, each other, and our world.

Humanists expect human progress to result from human accomplishment rather than divine intervention, grace, or redemption.

Humanist philosophies have arisen separately in many different cultures over many thousands of years. Today, even though most have never assigned a label to their most cherished ideas about life, knowledge, ethics, purpose, and the universe, a significant portion of society shares this non-religious approach to life. Whether or not they use the term **humanism** hundreds of millions of people around the world agree with the humanist philosophy of living a happy and productive life based on reason and compassion.

Humanism is ethical. It affirms the worth, dignity and autonomy of the individual and the right of every human being to the greatest possible freedom compatible with the rights of others. Humanists have a duty of care to all humanity including future generations. Humanists believe that morality is an intrinsic part of human nature based on understanding and a concern for others, needing no external sanction.

Humanism is rational. It seeks to use science creatively, not destructively. Humanists believe that the solutions to the world's problems lie in human thought and action rather than divine intervention. Humanism advocated the application of the methods of science and free inquiry to the problems of human welfare. But Humanists also believe that the application of science and technology must be tempered by human values. Science gives us the means but human values must propose the ends.

Humanism supports democracy and human rights. Humanism aims at the fullest possible development of every human being. It holds that democracy and human development are matters of right. The principles of democracy and human rights can be applied to many human relationships and are not restricted to methods of government.

Humanism insists that personal liberty must be combined with social responsibility. Humanism ventures to build a world on the idea of the free person responsible to society, and recognises our dependence on, and responsibility for, the natural world. Humanism is undogmatic, imposing no creed upon its adherents. It is thus committed to education free from indoctrination.

Humanism is a response to the widespread demand for an alternative to dogmatic religion. The world's major religions claim to be based on revelations fixed for all time, and many seek to impose their world-views on all of humanity. Humanism recognises that reliable knowledge of the world and ourselves arises through a continuing process of observation, evaluation and revision.

Humanism values artistic creativity and imagination and recognises the transforming power of art. Humanism affirms the importance of literature, music and the visual performing arts for personal development and fulfilment.

Humanism is a lifescape aiming at the maximum possible fulfilment through the cultivation of ethical and creative living and its followers believe it offers an ethical and rational means of addressing the challenges of our times. They suggest that humanism can be a way of life for everyone everywhere.

The primary task they believe is to make human beings aware in the simplest terms of what humanism can mean to them and what it commits them to. By utilising free inquiry, the power of science, and creative imagination for the furtherance of peace and in the service of compassion, they have confidence that they have the means to solve the problems that confront us all.

Humanism is a progressive philosophy of life that, without supernaturalism, affirms people's ability and responsibility to lead ethical lives of personal fulfilment that aspire to the greater good of humanity. The lifescape of humanism – guided by reason, inspired by compassion, and informed by experience – encourages people to live life well and fully. It evolved through the ages and continues to develop through the efforts of thoughtful people who recognise that values and ideals, however carefully wrought, are subject to change as our knowledge and understanding advance.

This document is part of an ongoing effort to manifest in clear and positive terms the conceptual boundaries of humanism, not what we must believe but a consensus of what we do believe. It is in this sense that we affirm the following:

Knowledge of the world is derived by observation, experimentation, and rational analysis. Humanists find that science is the best method for determining this knowledge as well as for solving problems and developing beneficial technologies.

Humanists also recognise the value of new departures in thought, the arts, and inner experience – each subject to analysis by critical intelligence.

Humans are an integral part of nature, the result of unguided evolutionary change. Humanists recognise nature as self-existing. They accept life as all and enough, distinguishing things as they are from things as they might wish or imagine them to be.

Humanists welcome the challenges of the future, and are drawn to and undaunted by the yet to be known.

Ethical values are derived from human need and interest as tested by experience. Humanists ground values in human welfare shaped by human circumstances, interests and concerns and extended to the global ecosystem and beyond. They are committed to treating each person as having inherent worth and dignity, and to making informed choices in a context of freedom consonant with responsibility.

Life's fulfilment emerges from individual participation in the service of human ideals. Humanists aim for our fullest possible development and animate our lives with a deep sense of purpose, finding wonder and awe in the joys and beauties of human existence, its challenges and tragedies, and even in the inevitability and finality of death. Humanists rely on the rich heritage of human culture and the lifestance of humanism to provide comfort in times of want and encouragement in times of plenty.

Humans are social by nature and find meaning in relationships.

Humanists long for and strive toward a world of mutual care and concern, free of cruelty and its consequences, where differences are resolved cooperatively without resorting to violence. The joining of individuality with interdependence enriches lives, encourages humanists to enrich the lives of others, and inspires hope of attaining peace, justice and opportunity for all.

Working to benefit society maximises individual happiness.

Progressive cultures have worked to free humanity from the brutalities of mere survival and to reduce suffering, improve society, and develop global community. Humanists seek to minimise the inequities of circumstance and ability, and to support a just distribution of nature's resources and the fruits of human effort so that as many as possible can enjoy a good life.

Humanists are concerned for the well being of all, are committed to diversity, and respect those of differing yet humane views. They work to uphold the equal enjoyment of human rights and civil liberties in an open, secular society and maintain it is a civic duty to participate in the democratic process and a planetary duty to protect nature's integrity, diversity, and a beauty in a secure, sustainable manner.

Thus engaged in the flow of life, we aspire to this vision with the informed conviction that humanity has the ability to progress toward its highest ideals. The responsibility for our lives and the kind of world in which we live is ours and ours alone.

Band 1	These candidates will offer some developed points on the nature of humanism. They will be able to consider the extent to which humanism offers an alternative to religion in everyday life. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	45-50
Band 3	These candidates will be stronger in one part of the question than the other. They may have knowledge of the nature of humanism or will use their limited knowledge to match its ideals to everyday life. The response will be clear but contain some errors of SPG and modest structure.	27-36
Band 4	These candidates will have something to offer in one of the two parts of the question or will give fragmentary points in both areas. Their command of AO2 will be limited and inaccurate.	16-26

Recommended annotation:

H1, H2, H3 for aspects of humanism.

Use dev for development of these points.

E1, E2, E3 for everyday life.

Use dev for development of these points.

- 5 Explain why some parents are reluctant for their children to go into higher education to study such subjects as architecture, fashion, painting, photography, sculpture, drama and music.

What arguments might be used to persuade reluctant parents that one of these subjects is worth studying at university?

[50]

Assessment objective balance

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

Please use the generic mark scheme for 50 marks to make a final assessment.

The question asks for:

- reasons for parents' reluctance for this group of subjects
- arguments to persuade parents to support study of one of them.

Presume that parents have a role in this decision. No additional credit for candidates who suggest that parents have no role.

Indicative content

Parents likely to be reluctant because:

- future prospects in chosen area
- hardly leads to a trade
- low earning power
- too much competition with many others doing the same course
- profile of achievement by student to date
- insecure profession
- prejudice due to parental occupations
- lack of understanding of these subjects and their role in society
- lack of knowledge of others being successful in the area
- length of course and cost
- availability nearby.

Reasons that might be used to persuade parents:

- fits well to A level profile
- allows creativity to flourish
- provides transferable skills
- creativity is important
- does not have to lead to immediate career
- stepping stone to greater things
- changing patterns of employment
- happiness is most important
- examples of successes.

Band 1	These candidates will cite clearly three developed reasons for the reluctance of parents. They will also be persuasive in arguing for the opportunity to study the chosen subject at university. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	45-50
Band 3	These candidates will cite two reasons for the parents to be reluctant but they will lack coherence. The answers will probably be stronger through two arguments in persuading parents of the value of studying these subjects at university. The response will be clear but contain some errors of SPG and modest structure.	27-36
Band 4	These candidates will tend to either answer both parts of the answer in unconvincing terms or to produce an account that lacks balance. Their command of AO2 will be limited and inaccurate. Recommended annotation: Intro. P1, P2 and P3 ... for points made by parents. R1, R2 and R3 ... for points made by the student. Dev. For development. Concl. Max Band 5 for answers addressing HE in general with no subject.	16-26

- 6 **There have been many different views about the role of creative people. Some attempt to transmit a description of the society in which they live. Others try to transmute or change their society.**

Using examples, consider the extent to which creative people whose work you know attempt to describe or change the society in which they live.

[50]

Assessment objective balance

	AO1	AO2	AO3	AO4
Marks	16	9	16	9

This question asks:

- extent to which artists attempt to describe the world in which they live
- extent to which artists attempt to change the world in which they live.

Creative people may be drawn from the Arts, Sciences or Social Sciences.

Indicative content

Describe the society and world in which they live:

- give a clearer picture
- help people to understand
- point out hidden features
- make sense of complexity.

Change the society and world in which they live:

- to initiate change
- use power of creativity to correct injustice
- make life better for people
- show people alternative ways
- identify something better
- warn of dangers of existing trends
- promote idealistic visions.

Band 1	These candidates will address one or both parts of the question. Their answers will be developed in one or both respects. Crucially they will attempt to assess the extent of the purposes. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	45-50
Band 3	These candidates will show understanding of the either part of the question though neither of them will be developed. An assessment will be included but with little basis shown. The response will be clear but contain some errors of SPG and modest structure.	27-36
Band 4	These candidates will have understanding of one of the two aspects of the question. Their attempt to articulate the alternative areas will be unclear or unsuccessful. Their command of AO2 will be limited and inaccurate.	16-26

Recommended annotation:

Intro.

D1, D2 and D3 ... for points about description of the world.

C1, C2 and C3 ... for points about changes in the world.

Ass for Assessment of extent.

Use dev. and eg.

Concl.

**Mark Scheme 2966
June 2007**

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions to Examiner booklet (revised June 2006)

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 6*)

2 After the Standardisation Meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- d) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 8*)

e) Handling of unexpected answers

The Standardisation Meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 6*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 26*)

Guidance for Examiners

It is essential that your annotations show clearly why marks have been awarded or withheld – your team leader will assess your annotation as well as your accuracy.

Y+	recognises a point worthy of credit
Y-	recognises a substantive point not worthy of credit
Dev	a developed point or development of a point
No	a content error
NAQ	not answering the question
eg	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 OR
Key	written beside a underlined choice or 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 **fully** the candidate's response, using any question specific annotations agreed at Standardisation

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 full summative comment using the AO statements from the Generic Mark Descriptors as a comment bank.

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

You may make positive comments additional to the AO statements but NOT instead of them.

Such comments must be positive and specific, eg *excellent use of specialist knowledge, AO2 notable for clarity and elegance, some unusual egs well developed, well integrated and original AO4.*

Examiners writing unfocused, inappropriate or minimal summative comments will find this shortcoming reflected in their team-leaders' assessments.

Enter the final mark in a circle.

If bullet points are used where continuous prose is asked for, a maximum of 45 marks is available.

MEETING NOTES

Question	Notes
1	
2	
3	
4	

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 for essay questions marked out of 50

Band	Level descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	41-50
AO1	<ul style="list-style-type: none"> select, use and integrate a very good range of relevant knowledge; show a good understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way; use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility; 	
AO3	<ul style="list-style-type: none"> analyse issues and problems well and evaluate them appropriately; develop complex reasoned arguments and draw sound conclusions on the evidence; 	
AO4	<ul style="list-style-type: none"> demonstrate a very good awareness of the differences between types of knowledge; have a very good grasp of the limitations of the different types of knowledge. 	
Band 2	The candidate demonstrates the following abilities where appropriate to:	31-40
AO1	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge; show an understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way; use a wide range of the rules of grammar, punctuation and spelling with facility; 	
AO3	<ul style="list-style-type: none"> analyse issues and problems and evaluate them competently; develop reasoned arguments and draw conclusions on the evidence; 	
AO4	<ul style="list-style-type: none"> demonstrate a good awareness of the differences between types of knowledge; have a good grasp of the limitations of the different types of knowledge. 	
Band 3	The candidate demonstrates the following abilities where appropriate to:	21-30
AO1	<ul style="list-style-type: none"> select, use and integrate a range of accurate and relevant knowledge; show an adequate understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate the ideas clearly, using some specialist vocabulary with facility; use some of the rules of grammar, punctuation and spelling with facility; 	
AO3	<ul style="list-style-type: none"> undertake some analysis of issues and problems and make a superficial evaluation; develop arguments and draw conclusions; 	
AO4	<ul style="list-style-type: none"> demonstrate an awareness of the differences between types of knowledge; have a grasp of the limitations of the different types of knowledge. 	

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

Section A

Assessment Objectives Balance

Subsection	AO1	AO2	AO3	AO4
Question 1	08	08	28	06

[You must answer this question]

- 1 Read the source material. With reference to your own experience, indicate what you mean by community and discuss what effect those communities of which you feel you are a member have had on your social development. You should spend approximately the same amount of time on both parts of the question.

[50 marks]

Indicative content:

Definitions of community

- ethnic communities
- street, neighbourhood, district, town, city, conurbation, regional communities
- rural communities
- communities of gender, sexuality, religious or political belief
- communities of interest or pastime – music, sport, entertainment, leisure
- communities of age and outlook – chavs, Goths, yuppies, etc
- communities of purpose – education, medicine, commercial
- communities of occupation – professional, managerial, administrative, clerical, manual
- the communities of the nuclear and extended family.

Effects of communities on individuals

- everyone belongs to several communities
- the effect of communal expectations – of behaviour and aspiration
- the pressure to conform
- the stimulus for rebellion
- conflicting effects or influences, eg home vs school, sexuality vs religion, family vs neighbourhood
- the tensions which exist between eg ethnic or religious communities.

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.

Content specific and Generic Band Descriptors**Band 1 [41-50]****Indication of what the candidate means by 'community'**

This will be clearly and accurately written. The comment will be at least highly competent with elements of complexity. Specific examples [other than the candidates' own] will be useful but not essential.

Influence of community

This will be clearly and accurately written. The comment will be at least highly competent with elements of complexity. The community or communities considered must be clearly identified and discussed with insight and at a sophisticated and knowledgeable level for a high mark in this band.

It is to be expected that good candidates will recognise both the scope and complexity of this topic, and hence only a purposefully structured essay will score high marks. It could well be that candidates will derive a structure from the three paragraphs of the source – exposition, development and a speculative recapitulation. Candidates will work with two essential concepts – that there are literally dozens of communities present and at work in contemporary society, and that many of them overlap and conflict in ways which often result in social tensions leading to unrest.

It is likely that many of the communities listed in the indicative content will be cited from the candidate's personal experience, as will the influences of those communities. But answers will be saved from being mere anecdote by candidates' ability to objectify and analyse their own experience. It is unlikely, however, that so large and inchoate a subject will lead to firm conclusions.

Band 3 [21-30]**Indication of what the candidate means by 'community'**

This will be clearly and generally accurately written. The comment will be at least adequate in part.

Influence of community

This will be clearly and generally accurately written. The comment will be at least adequate. The community or communities considered will be clearly identified and coherently discussed.

As so often in a middle band script, candidates will rely on anecdotal personal experience with a greater or lesser degree of development, illustration and analysis. Others may offer an extended commentary on and elaboration of the source, and, provided that there is sufficient development away from it, this approach could produce a satisfactory middle band answer. Weaker answers in this band adopt a listing approach, and analysis, if offered, will tend to the straightforward and the obvious.

Band 4 [11-20]**Indication of what the candidate means by 'community'**

This may well be generally clear, but it is likely that limits in AO2 will begin to impede communication in this band. Comment and development will be limited, and it is likely that the communities will be vaguely or ambiguously identified.

Influence of community

This may well be generally clear, but it is likely that limits in AO2 will begin to impede communication in this band. Comment and development will be limited, and it is likely that the influence of the community or communities identified will be vaguely or ambiguously described.

In this band it is likely that the range of communities described will be limited, and analysis of them confined to simple comment. Candidates may well offer a fairly pedestrian rephrasing of the source with additional illustrations but no analysis. Accounts of community influence on individuals will either be exaggerated or minimized – at any rate, they will be superficial both in scope and depth. There will be a clear sense that the candidate does not recognise the significance or provenance of some of the key phrases in the source – eg *there is no such thing as community*.

Annotate *D and E* on scripts

Summative comments should cover both elements.

Section B

Answer one question from this section. Answers must be in the form of an essay.

- 2 **Minority consumer groups such as older people or homosexuals are increasingly seen, via the 'grey pound' and the 'pink pound' respectively, as exerting significant economic influence on society. With reference to two such consumer groups consider the social implications of this. [You may refer to the groups identified above if you wish].**

[50 marks]

Assessment Objectives Balance

Subsection	AO1	AO2	AO3	AO4
Question 1	10	10	18	12

Indicative content:

Possible minority groups identified could include those spending the

- pink pound
- Asian and/or black pound
- widow's pound
- football/sports pound
- health and fitness pound
- dinky pound ('double income no kids')
- ski pound ('spending kids inheritance')
- leisure/entertainment pound.

and discussion of them could include the following

- a workable definition of the term 'minority'
- the manipulability of minority or niche marketing
- minority groups will become less marginalized as their economic influence is recognized
- shops and services (eg holidays and leisure facilities) will be targeted towards such groups, especially via internet and mail order
- prejudice towards minorities will be affected – either positively or negatively
- the human rights culture will gather support
- the press will become involved and highlight the issue, take sides and generally muddy the waters
- social understanding will be polarized
- the economy will benefit
- minorities will become able to set agenda
- those without spending power will feel socially marginalized.

Annotate C1, C2, C3 etc.

Band 1 [41–50]

This will be, at the least, a thoroughly competent response, with marks in the upper part of the band being awarded to those whose answers acknowledge the complexity of this question. At least **two** relevant groups will be identified (nb that these could be the two named in the question), and the social effects they might generate will be analysed thoroughly and coherently, with specific illustration of a wide range.

Candidates in this band may well be those with knowledge of economics or business studies who will be able to relate the economic recognition of a minority with its social acceptance. A number of minority groups will probably be cited and discussed, and answers will show insight into how minority groups are recognized, their tastes and needs identified, and goods and services devised to meet them.

The social effects of minority marketing – including the elevation of an economic niche group to a social force, a process familiar to anyone who reads the Daily Mail – will also be discussed. Such a discussion may well refer to areas such as Grainger Town in Newcastle upon Tyne, which is seen as an area ‘set aside’ for the gay community in that city, or to purpose built housing facilities for the elderly and infirm.

In short a Band 1 answer will recognise the immense scope of this topic and select its most important features to analyse and discuss.

Band 3 [21-30]

There will be at least some adequate understanding demonstrated in a Band 3 response. At least **one** relevant group will be identified accurately and the social effects exemplified (or in the upper part of the band analysed) with general coherence. Consistency and a wide range will be required for a high mark in this band.

If two groups are dealt with by candidates in this band they will probably be those cited in the question, and commentary on them is liable to be brief and not very well informed. Similarly, any analysis or discussion will be confined to partially supported assertions illustrated with the more obvious examples, eg gay chatlines or Saga holidays.

Band 4 [11-20]

This will be a limited response. **One** or **two** groups may be mentioned (and they will be those given in the question) but analysis will be limited to simple comment. Flawed AO2 will contribute to the limitations of the answer.

The lack of a secure knowledge base – about either the economics of niche marketing or the nature and needs of minorities in the commercial sphere will mean that candidates in this band will find it hard to proceed beyond simple exemplification and superficial discussion of the most obvious points.

- 3 'When my grandfather was a policeman he could count on the respect and co-operation of the vast majority of the people he dealt with; now my son is a policeman, he can expect mistrust and antagonism.'

Do such changes in our society (and other factors) mean that it is becoming increasingly difficult for the police to enforce the law?

[50 marks]

Assessment Objectives Balance

Subsection	AO1	AO2	AO3	AO4
Question 1	10	10	18	12

Indicative content:

Societal changes:

- respect for the police is decreasing
- we show less automatic respect for authority figures
- we are less disciplined
- the young are more unruly and less amenable to correction
- the impact of Human Rights legislation
- the impact of the 'rights' culture in general
- the scrutiny of the press on all police actions
- the perception that crime is increasing, and that we are becoming a lawless society
- the growing drug culture
- the police force is a less attractive career for young people.

Other factors:

- there should be more officers visible 'on the beat'
- violent crime (and violence in the commission of it) is increasing
- racially motivated crime is increasing
- techno-crime is on the increase and hard to counteract
- low-level anti-social behaviour is increasing
- school-age crime is increasing
- the legal system is perceived to be weighted in favour of defendants
- the penal system is perceived to be flawed and an inadequate deterrent
- a pedantic definition of crime means that some civil offences (eg parking or speeding) are seen as criminal
- laws are passed with little apparent thought as to the expense or difficulty of enforcement.

Band 1 [41-50]

This will be at the least a thoroughly competent answer with elements of complexity appearing throughout the band but concentrated in its upper half. At least **three** relevant problems will be identified and their effects will be analysed thoroughly and coherently and with specific illustration.

Able candidates will perceive the implication in the question, that as the speaker's grandfather was respected, and his son is despised as a policeman, the change in attitude which is complained of took place during the speaker's lifetime and that of his father and as a result of changes in society during that (post World War II) generation.

Of these, the crucial factors are a seismic shift in the nature of authority and our attitudes to it, the application of situational rather than absolute ethical standards to problems of right and wrong, crime and punishment, and increased awareness on the part of the public of its rights – an awareness not necessarily paralleled by an awareness of its duties and responsibilities.

In other words Band 1 candidates will read this question for what it is – an anecdotally expressed account of a complex social phenomenon – and treat it accordingly. The best answers in this band will show originality and genuine insight as well as recognition that societal change has resulted both in gains and losses for our nation.

Band 3 [21-30]

There will at least be some adequate understanding in a Band 3 response. At least **two** relevant problems will be identified and the effects analysed with general competence. Consistent competence will be necessary for a high mark in this band.

Candidates will take the anecdotal mode of the question and very probably answer in the same register, but this will not automatically lead them into superficiality or tabloid thinking. Rather it will enable them to identify societal changes – the decay in automatic respect for authority or the understanding that issues in crime and punishment are more complex than they appear – but offer less secure and reasoned accounts of why this should have happened.

Answers lower in the band will tend to the simplistic, and Band 3 candidates are more likely than most to offer a conclusion in their answers – although it should be noted that one is not required, for the simple reason that drawing a conclusion is almost impossible. Candidates will be aware that some changes have been for the better and others for the worse, but may struggle to distinguish these clearly.

Band 4 [11-20]

This will be a limited response. **One** or **two** relevant problems might be mentioned but analysis of the effects will be sketchy and generalized, consisting probably of more or less simple comment. Limited AO2 will contribute to the weakness of this answer.

It is very probable that weaker candidates will misread the question to the extent that they will illustrate the situation described in the first part rather than answer the question proposed in the second. This will result in an anecdotal response which will miss the point of the question and probably make extensive reference to 'political correctness gone mad' and similar clichéd phrases.

Similarly, we may expect a simplistic approach to complex questions at this level – urban mythology about village bobbies genially maiming small boys caught stealing apples, or clarion calls for the restoration of capital and corporal punishment on the grounds that ‘it’s the only thing they understand’.

As far as the question of balance is concerned, it is likely that candidates in this band will see societal changes exclusively as deterioration without necessarily saying precisely why.

- 4 What aspects of our society do you think it is possible to change? Describe and justify how you would make these changes.

[50 marks]

Assessment Objectives Balance

Subsection	AO1	AO2	AO3	AO4
Question 1	10	10	18	12

Indicative content:

What can be changed:

- anything dependant on the democratic process, eg government, local councils and the range of affairs they control
- social phenomena which attract the attention of independent media – eg press campaigns for changes in eg the abortion laws, which lead to a wholesale liberalisation of legislation in such areas
- anything partially dependent on charitable donation, eg the plight of the homeless
- trends in crime – changed by eg more police or stiffer punishments
- that which is affected by passage of time, familiarisation, experience, education or custom: eg religious tolerance, race relations – nb that this can encompass both improvement and deterioration
- it might be concluded that history teaches us that just about anything can be changed.

What cannot be changed:

- anything dependent purely on human nature eg selfishness, greed
- anything dependent on basic human needs – food, shelter, sex
- anything resulting from human appetites – power, fulfilment, ambition
- it might be concluded that history teaches us that history can teach us
- nothing, so that nothing can be changed except superficialities.

Band 1 [41-50]

This will be, at the least, a thoroughly competent response, with elements of complexity to be seen throughout but especially evident in the upper half of the band. Both elements of the question will be considered thoroughly, coherently and with specific and concrete illustration. The work will be analytical and mature in outlook, clear justifications being offered for statements proposed. It is more likely in this question that offbeat or idiosyncratic responses will be offered, and these should be assessed on their merits, even if the changes proposed are (so to say) politically incorrect.

Answers in this band will convey clearly a recognition that this is both a fundamental and hugely complex question, and may well set up the discussion to reflect the basic tension between reason (which tells us that change for the better is both desirable and possible) and instinct (which tells us that change relates more to what we do, or feel we ought to do, than to how we might genuinely feel). Thus, reason tells us that slavery is degrading both to slave and master; but instinct instructs us that owning a slave to do one's absolute bidding might actually be quite a pleasant way to live.

Candidates in this band may well draw attention to the tension between liberal thinking and public feeling about societal change. Thus, the liberal establishment that abolished capital punishment in this country has yet to convince a majority of the public, which has shown a lamentable tendency to wish for its return, of the rightness of and necessity for this change.

Band 3 [21-30]

There will be at least some adequate understanding in a Band 3 response. Both parts of the question will be considered but at a general or anecdotal level. Justifications, where offered, may have the flavour of afterthought, but the balance of the answer will indicate a genuine attempt to answer both parts of the question. Only consistently competent answers will achieve higher marks in this band.

It is probable that candidates in this band will see change as consisting mainly of deterioration, and examiners should brace themselves for a sustained burst of Daily Mail style editorializing. It is likely too that more able candidates in the band will show impatience, even contempt, for idealism leading to social reform – we may read much of ‘do-gooders’ at this level.

That said, where candidates are able to deploy anecdote and commentary to make and clinch points illustrating both parts of the question (even if these points may tend to the obvious or simplistic) there could be much to credit at this level.

Band 4 [11-20]

This will be a limited response. Both parts of the question may be considered, but there will be imbalance in their treatment. Analysis will be sketchy and generalized, and few if any justifications offered. Flawed AO2 will contribute to the limitations of this answer.

It is likely that weak candidates will either avoid this question or tackle it only out of desperation, and equally likely that their answers will show how out of their depth they are. Change will be identified almost exclusively as deterioration for the simple reason that the knowledge base available to these candidates will be from tabloid newspapers and sensational internet sites and hence both unreliable and partial.

Likewise, there will be very limited and superficial analysis (consisting typically of exemplification and simplistic comment), and no attempt to strike any kind of balance between the two limbs of the question.

It is also probable that racist or blasphemous statements will occur, if anywhere, in this band or below. Again, care should be taken to award the marks the answer deserves however unpalatable the content.

Mark Scheme 2968
June 2007

INSTRUCTIONS ON MARKING SCRIPTS

All page references relate to the Instructions to Examiner booklet (revised June 2006)

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, **the marked scripts must be brought to the meeting.** (*Section 5c, page 4*)

2 After the Standardisation Meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation Meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen. (*Section 8a – d, page 6*)

e) Handling of unexpected answers

The standardisation meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers. (*Section 6a, bullet point 5, page 4*)

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem. (*Appendix 5, para 17, page 25*)

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
eg	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.

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.

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"> select, use and integrate a very good range of relevant knowledge; show a good understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way; use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility; 	
AO3	<ul style="list-style-type: none"> analyse issues and problems well and evaluate them appropriately; develop complex reasoned arguments and draw sound conclusions on the evidence; 	
AO4	<ul style="list-style-type: none"> demonstrate a very good awareness of the differences between types of knowledge; have a very good grasp of the limitations of the different types of knowledge. 	
Band 2	The candidate demonstrates the following abilities where appropriate to:	31-40
AO1	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge; show an understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way; use a range of the rules of grammar, punctuation and spelling with facility; 	
AO3	<ul style="list-style-type: none"> analyse issues and problems and evaluate them competently; develop reasoned arguments and draw conclusions on the evidence; 	
AO4	<ul style="list-style-type: none"> demonstrate a good awareness of the differences between types of knowledge; have a good grasp of the limitations of the different types of knowledge. 	
Band 3	The candidate demonstrates the following abilities where appropriate to:	21-30
AO1	<ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge; show an adequate understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate ideas clearly, using some specialist vocabulary with facility; use some of the rules of grammar, punctuation and spelling with facility; 	
AO3	<ul style="list-style-type: none"> undertake some analysis of issues and problems and make a superficial evaluation; develop arguments and draw conclusions; 	
AO4	<ul style="list-style-type: none"> demonstrate an awareness of the differences between types of knowledge; have a grasp of the limitations of the different types of knowledge. 	

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

Section A

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

- 1 **Briefly outline the contrasting messages being conveyed by the sources. With reference to examples of cultural development, scientific progress, and social welfare, discuss and justify what you consider to be the main priority in the 21st century.** [50]

Indicative Content

The essay is in four parts. Firstly, the images offering distinct contrasts of life in our world from two ends of the cultural, social and scientific spectrum which presents the opportunity to introduce ways of developing a discussion of the main priority – the second part.

The sources convey the following messages:

Source 1

- starvation and poverty
- the effects of natural disasters on family and livestock and the consequences of this for the future
- a sense of despair and hopelessness
- stark, bare, barren, dead.

Source 2

- affluence and capitalist success
- crossing the frontier into space
- scientific achievement and exploration
- progress and the future.

Priorities worthy of discussion might include:

- the cancelling of Third World debt and the redistribution of wealth to help countries that are suffering humanitarian disasters [Cul./Soc.]
- the education of governments to plan adequately and develop a future for their people [Soc.]
- the control of extremism in all forms which might harm social and political stability [Cul./Soc.]
- the establishment of a World Council (which might be an extension of the United Nations) responsible for such matters as space exploration, food shortages, natural disaster avoidance, the maintenance of indigenous cultures and species [Sci./Cult./Soc]
- fairness in trade and production of resources [Sci./Soc.]
- the eradication of bigotry, racism and prejudice [Soc./Cult.]
- the exploration of new worlds to save the world from extinction in the far future [Sci.].

It is possible that, in an open-ended question such as this, candidates may introduce their own personal view on priorities. These should be awarded credit based on the strength and relevance of the arguments presented. Examiners should use their discretion and professional judgement in allowing alternative responses.

With each priority there is the opportunity to make several connections. For example, space travel has cultural, scientific, and social issues relating to its development. Candidates should show evidence of domain connections in each of their chosen priorities.

The following descriptors should be used as a guide in placing essays in a band. It will be necessary to consider the degree of content and argument contained within the essay in order to confirm its place in the band by fine-tuning.

Band 1 answers will interpret the sources as a way of contextualising some of the key issues and make several contrasts. In discussing the main priority, candidates will make connections between the three domains and develop a cogent, discerning argument. There will be a need to question and challenge the value of the priority as well as illustrate with examples in order to consolidate opinions. In this respect, there will be both positive and negative ideas. A conclusion will consider viability and sustainability or review the key strengths and weaknesses of the arguments presented.

Band 3 answers will make reference to elements of the sources and draw simple conclusions with less comparison and analysis and more description. There will be some imbalance in the connections to the domains, possibly with one being omitted. Examples will be limited or inappropriate, failing to support the ideas presented solidly. Priorities will be limited and of doubtful feasibility. A conclusion will be a repetition of points made rather than a personal viewpoint.

Band 4 answers will be mostly descriptive with little evidence of an essay structure or serious attempt to tackle the key issues raised by the question. The sources will barely be used. Answers will be short and lacking in any exposition, development or conclusion. There will be little balance in the presentation of the priority or any sense of a 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:

P1, P2	priorities
Cul	cultural issue
Sci	scientific issues
Soc	social issues(s)

Section B

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

- 2 Outline one cultural, one scientific and one social consequence of an increase in alcohol abuse in the UK. Discuss one key issue which has contributed to this increase and suggest ways in which the problem can be dealt with effectively. Use the sources and any other relevant information to support your arguments. [50]

Indicative Content

The essay is in two parts: the identification and outline of three consequences; the discussion of one key issue and how it can be dealt with. The sources may be used to support any of the parts or as a source reference and background knowledge.

Source 3

- more men suffer alcohol related death than women
- the rate of men's alcohol related death is increasing more rapidly than that of women
- the increase in alcohol related deaths overall has risen more since the mid 1990s.

Source 4

- the percentage of people drinking alcohol falls with age
- the percentage of men drinking alcohol is greater than women in all age groups
- the percentage of people drinking alcohol is highest in men aged 16 – 24
- the percentage of people drinking alcohol is very low in women aged 65 and over.

Source 5

- assaults can take place at any time and in any place but the most common occurrences are at weekends, in the evening, close to clubs, pubs, bars, taxi ranks and fast-food outlets
- law enforcers can consequently focus their main attention on these trouble spots
- incidents are usually common at the end of an evening
- assaults are usually drink-inflamed and are the result of trivial disagreements and fear for personal safety.

Consequences of alcohol abuse might include the following:

Cultural

- failure to experience normal human emotions
- lack of an acceptable moral code
- withdrawal from the support of the family unit or local community
- breakdown of the rules of society (ethics) for that person.

Scientific

- vitamin deficiency
- obesity
- sexual problems including infertility
- muscle disease
- skin problems
- epilepsy
- loss of brain cells
- liver or heart disease
- psychological effects such as anxiety and depression.

Social

- relationship breakdown
- low self-esteem; lack of personal care and grooming
- financial problems
- difficulties at school or work
- becoming deceitful and breaking promises
- lying and stealing
- having a sense of shame and guilt
- becoming an outcast
- violence and confrontation leading to criminal proceedings.

There are a number of issues which could contribute to alcohol abuse and some are linked closely with the consequences. Issues may include:

- personal loss of a partner, family member or friend
- redundancy or unemployment
- peer pressure and a need to belong to a 'special' group
- to avoid boredom
- to develop self-confidence and lose inhibitions
- to forget about things
- to relax
- to feel good
- the presentation of alcohol by the media
- celebrity image
- relaxation of the licensing hours.

Examples of ways in which the problem can be dealt with include:

- increase the cost of alcohol through higher taxes
- targeting areas where alcohol abuse enters the public domain (source 5) and operating tighter legal controls or more counselling
- effective education programmes in place from an early age (as children begin drinking at an earlier age each year)
- firmer control on the sale of alcohol
- a more prominent advertising campaign and more effective counselling service
- more spot-checks on people's levels both socially and in the workplace
- withdrawing the treatment of serious alcohol abuse (for persistent offenders) from the NHS and forcing people to fund their own rehabilitation.

The following descriptors should be used as a guide in placing essays in a band. It will be necessary to consider the degree of content and argument contained within the essay in order to confirm its place in the band by fine-tuning.

Band 1 answers will make reference to the sources as a way of contextualising some of the key issues and refer to some issues which they raise. The essay will clearly cover three consequences (one from each domain) of an increase in alcohol abuse, one key issue which has contributed to the increase, and suggest (a) clear way(s) forward to deal with the problem. The essay will be illustrated with examples and/or case studies in order to consolidate opinions. Points will be expanded, supported and illustrated.

Band 3 answers will make reference to elements of each source and draw simple conclusions with less analysis and more description. They will refer to examples from the domains but these may be brief and without clear context, possibly with one domain being omitted. Issues will be limited or superficial, failing to support the ideas presented solidly with suitable ways of dealing with the problem. A conclusion will be a repetition of points made rather than a personal viewpoint.

Band 4 answers will be mostly descriptive with little evidence of an essay structure or serious attempt to tackle the key issues raised by the question. The sources will be used superficially. 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. Reference to the domains may be very limited or omitted. 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 consequence
- Sci** social consequence
- Soc** scientific consequence
- K1, K2** key issues

**Advanced GCE General Studies
June 2007 Assessment Series**

Unit Threshold Marks

<i>Unit</i>		Maximum Mark	a	b	c	d	e	u
2961	Raw	100	74	67	60	53	47	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	68	60	53	46	39	0
	UMS	90	72	63	54	45	36	0
2964	Raw	100	67	60	53	47	41	0
	UMS	120	96	84	72	60	48	0
2965	Raw	100	78	71	64	57	51	0
	UMS	90	72	63	54	45	36	0
2966	Raw	100	68	61	54	47	41	0
	UMS	90	72	63	54	45	36	0
2967	Raw	100	66	58	50	42	35	0
	UMS	90	72	63	54	45	36	0
2968	Raw	100	69	63	57	52	47	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

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

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

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

	A	B	C	D	E	U	Total Number of Candidates
3831	9.4	24.5	44.8	66.1	83.3	100	25683
7831	9.7	27.1	52.6	77.9	93.7	100	14999

40682 candidates aggregated this series

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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