

General Studies

Advanced GCE A2 7831

Advanced Subsidiary GCE AS 3831

Mark Schemes for the Units

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

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

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Advanced Subsidiary GCE General Studies (3831)

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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.

2961 The Cultural Domain 1

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) Give two reasons why girls might perform better than boys in the core subjects of English, Mathematics and Science. [6]

- they are more conscientious and have a more positive work ethic, particularly in areas such as coursework
- they stay at home more to work
- girls are generally better than boys at extended writing and therefore some examinations favour girls
- boys are more distracted by leisure and sporting activities
- girls concentrate more in class and are more attentive
- girls mature physically and mentally earlier than boys
- girls collaborate and share more, helping each other to success
- peer group pressure on boys to rebel against the work ethic as it is 'uncool'.

One mark for each reason plus up to **two marks** for development or examples. Annotate using **R1, R2, D, Eg.**

- (b) Though girls gain more high grades than boys at GCSE level, this difference is reduced when vocational examinations are taken into account. Suggest one reason for this change. [3]

- girls take more academic subjects and feature less in vocational examination statistics
- boys excel more in certain practical subjects
- there is still gender bias towards males in the vocational trades such as building and engineering.

One mark for a reason plus up to **two marks** for development or examples. Annotate using **R1, D, Eg.**

- (c) Suggest two reasons why the difference in pass rates between females and males at A level is narrowing. [6]

- there is more competition for places in Higher Education therefore students are working harder
- there is more pressure on all students to earn a part-time income therefore it is a false assumption to believe that either sex will stay at home studying to achieve higher grades
- there is less machismo and more emphasis on career success.

One mark for each reason plus up to **two marks** for development or examples. Annotate using **R1, R2, D, Eg.**

(d) Suggest two reasons why the number of women entering Higher Education is increasing. [6]

- some professions are less male orientated than they were in previous generations (medicine, airline pilots, veterinarians, engineers)
- women are more determined to make a success of their chosen career before becoming mothers
- consumerism has made financial security and personal wealth a bigger priority than the continuing of the traditional female roles
- successful role models now more evident
- a wider range of subjects that interest women.

One mark for each reason plus up to **two marks** for development or examples. Annotate using **R1, R2, D, Eg**.

(e) Give one reason why students might perform better academically in a single-sex school. [3]

- fewer distractions
- curricula and extra curricular activities designed for the single-sex school
- a chance to achieve success in what is largely seen as a male dominated world
- competition is more clearly defined in single-sex schools where conflicting gender expectations do not come into play.

One mark for a reason plus up to **two marks** for development or examples. Annotate using **R1, D, Eg**.

SOURCE 2

- 2 Choose two of the four quotations about male dominance in the workplace and briefly explain what each one means or implies. [6]

- A 'Steve has no chance of working there....it's 'just jobs for the boys.'**
The favouritism shown to someone seeking employment, not through their qualifications, but because they are related to, or friendly with, someone within the organisation.
- B 'Amy is very happy working in her office. She is treated like an 'honorary man.'**
Where a woman is working in a male dominated environment but attains the respect of the male workforce who, rather than treat her with respect as a female, allow her to become one of them.
- C 'Ben's behaviour at the office party is just another example of 'laddism.'**
A term used to describe the behaviour of some males who act in an extravagant and boorish way in order to assert their male dominance. Any spectacle involved is usually at the expense of, or in order to, exclude any females.
- D 'Nelan's acceptance by the firm's soccer club members has made her feel like 'a statutory woman.'**
A situation that arises in a predominantly and traditionally male orientated profession or workplace where one or two women are employed simply to appease sex discrimination laws.

One mark for a simple statement plus up to two marks for development or examples.
E, D and Eg.

3 Choose one of the following pairs of careers:

- A nursing and the armed forces
 B primary teaching and the motor trade
 C building trades and the clerical and secretarial sector.

By comparing the two careers, suggest two reasons for the differences in the numbers of women and men who might work in these areas. Include in your answer suitable examples and supporting analysis. [20]

Differences may be due to:

- stereotyping
- physical and/or mental characteristics (sexism)
- changes in the job market
- changes in working practices and/or technology
- new professions
- supply and demand.

Credit will be given for discussing the characteristics of each career which will be developed into an exploration of the differences that may exist. The list above is not exclusive and examiners should be prepared to credit any reasonably argued alternatives.

Award marks as follows:

16-20	A clear analysis; outline of key characteristics; two solid reasons for imbalance of the sexes; ideas developed and examples given; some personal insight; clear and articulate.
11-15	Some analysis; some key characteristics; one career stronger than the other; some development and limited examples; quite well communicated with limited errors.
6-10	Vague and largely unsupported statement of ideas; one career much stronger than the other; unclear reasoning throughout; little evidence of development or examples; no personal insight; weak expression and communication.
1-5	Little comprehension of the question; basic description of the careers; brief and unsupported.

Annotate using **R1, R2, D, Eg.**

[Total: 50 marks]

Section B

4 (a) Briefly explain three ways in which people learn a sense of right and wrong.

[10]

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

Indicative Content

The most common sources of learning will involve:

- parents
- teachers
- peers
- a holy book
- the law
- personal experience.

Three ways (W1 etc) at three marks each but reserve **two marks for AO2**.

Maximum marks 10. Check the final mark against the generic mark scheme.

Bullet points only = **maximum Band 3**.

- (b) Choose one of the moral dilemmas listed below. Analyse two contrasting viewpoints on your chosen issue. Illustrate your response with suitable examples or case studies. [40]

Whistleblowing Plagiarism Persuasive advertising Bribery

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

Indicative Content

Key point: morals are our perception of rightness and wrongness in human behaviour.

Contrasting viewpoints may relate to:

- medical ethics
- scientific breakthroughs and research
- religious beliefs and teachings
- political pressure
- financial constraints
- legal precedent
- the 'common good'
- the avoidance of suffering
- the eradication of evil and tyranny
- selfishness.

Band 1	These candidates will develop a balanced essay which describes the chosen dilemma in some depth (AO1). The essay will be well-constructed and written clearly and succinctly (AO2). There will be a balanced analysis of two points of view (that will clearly agree or disagree.) (AO3). Importantly, they will use their own examples and experience to inform their answer AO4.	33-40
Band 3	These candidates will look at one point of view and describe it in fairly simple terms; reference to a second view will be weak (AO1). There will be some clear ideas posed but weaknesses in communication may hinder the overall impression (AO2). Analysis will be basic and superficial with simple examples (AO3) and there will be a clear absence of personal interjection AO4.	17-24
Band 4	These candidates will fail to offer a clear description (AO1) and overall communication will be poor, with a number of errors (AO2). There will be little or no analysis with simply a list of points and ideas (AO3). Personal experience may be anecdotal, if present at all AO4.	9-16
Annotation	Intro; supporting views = S+ ; opposing views = Op- ; contrast = C ; Conc. = conclusion.	

- 5 (a) Briefly explain three ways in which teenagers might be perceived by the adult population in the UK. [10]

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

Indicative content

Possible ways in which teenagers might be perceived may be:

- confident
- ill-mannered or disrespectful
- irresponsible
- ambitious or un-ambitious
- extravagant
- non-conformist
- individual or tribal.

In order to reach the high mark bands, each way must be supported by evidence which suggests how this perception is reached.

Three ways (W1 etc) at three marks each but reserve **two marks for AO2**.
Maximum marks 10. Check the final mark against the generic mark scheme.

Bullet points only = **maximum Band 3**.

- (b) In today's society sixteen is often seen as the age of adult responsibility. Outline and explain three important elements of this responsibility and assess to what extent young people are ready and prepared for their future life at this age. [40]

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

Indicative content

Elements include:

- leaving school to gain employment
- earning and spending 'own' money
- a steady relationship, marriage or parenthood
- leaving home to live independently
- owning and riding a motor cycle, learning to drive and becoming more mobile
- opening a bank account and becoming responsible for personal finances
- becoming legally responsible and facing legal action (no youth protection).

The success of young people is determined by factors like:

- intelligence, education and training
- family support
- beliefs, values, and morals
- cultural background.

The extent to which young people are prepared would refer to:

- the number that carry on studying, gain employment or 'drop out' completely
- how many carry on living at home, live independently, or become homeless
- the number of teenage pregnancies
- increases and decreases in the crime rate – with reference to the type of crime.

This is by no means an exhaustive list and examiners are asked to use their professional judgement in awarding credit for other examples offered by candidates.

Band 1	These candidates will develop a balanced essay which will look carefully at three elements of adulthood and be able to clearly define these responsibilities (AO1). The essay will be well-constructed and written clearly and succinctly (AO2). There will be evidence of sharp analysis and some comparison (AO3). Essays in the higher bands will be characterised by consideration of 'extent'. Importantly, they will use their own examples and experience to inform their answer (AO4).	33-40
Band 3	These candidates will look at three elements or fewer superficially (AO1). There will be some clear ideas posed but weaknesses in communication may hinder the overall impression (AO2). Examples and analysis will be less focused (AO3) and there will be a clear absence of personal interjection (AO4).	17-24
Band 4	These candidates will fail to offer a clear description (AO1) and overall communication will be poor, with a number of errors (AO2). There will be little or no analysis with simply a list of points and ideas (AO3). Personal experience may be anecdotal, if present at all (AO4).	9-16
Annotation	Intro; E1, E2, E3 = elements; Ext. = extent; Concl. = conclusion.	

- 6 (a) Briefly explain three ways in which developments in media and communication technology have made journalism more controversial. [10]

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

Indicative Content

Ways might include:

- the use of closed-circuit television for surveillance
- listening devices to 'tap' telephone calls
- mini cameras and recorders which can record meetings
- using the internet to access address and telephone number databases as well as to (illegally) search a person's personal files
- the widespread use of e-mail
- the rapidity of contact between the journalist and his editor can lead to 'instant' news which can 'shock' as well as inform accurately
- the use of impersonators to fake calls in order to solicit responses to controversial news items and scandalous issues.

Three ways (W1 etc) at three marks each but reserve **two marks for AO2**.

Maximum marks 10. Check the final mark against the generic mark scheme.

Bullet points only = **maximum Band 3**.

- (b) Outline three ways in which the media can influence public opinion. To what extent is it desirable to limit the freedom of the media to present to the public anything they choose? [40]

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

Indicative Content

Ways include:

- language and style of presentation
- images and illustrations
- headlines
- editorial comment
- positioning of news
- political interference and bias
- regional or local bias.

To what extent is it desirable to limit the media's activity:

- control the flow of information during war time, eg to prevent sensitive military stories being published (D notices)
- protect the public from damaging stories which could cause a diminution in confidence
- to comply with law such as The Official Secrets Act, The Obscene Publications Act
- to avoid damage to important people
- to prevent the investigation of serious crimes being hindered
- to avoid damage to the national interest.

To what extent is it not desirable to limit the media's activity:

- the public are entitled to know what is happening in the world and the press have the means and technology to do this quickly
- to promote and support public confidence in times of crisis
- the most effective way of disseminating important information.

Band 1	These candidates will develop a balanced essay which carefully outlines three ways in which the media can influence public opinion (AO1). The essay will be well-constructed and written clearly and succinctly (AO2). Discussion will involve some insight and sharp analysis (AO3). Essays in the higher bands will be characterised by consideration of the extent to which the activities of the media should be limited and why. Importantly, they will use their own examples and experience to inform their answer (AO4).	33-40
Band 3	These candidates will look at three ways or fewer superficially (AO1). There will be some clear ideas posed but weaknesses in communication may hinder the overall impression (AO2). Examples will be less focused and analysis weak (AO3). There will a clear failure to engage with the second part of the question or inject any personal comment (AO4).	17-24
Band 4	These candidates will fail to offer a clear description of the elements (AO1) and overall communication will be poor, with a number of errors (AO2). There will be little or no analysis with simply a list of points and ideas (AO3). Personal experience may be anecdotal, if present at all (AO4). □	9-16
Annotation	Intro; W1, W2, W3 = ways; D+ =desirable; D- = undesirable; Concl. = conclusion.	

[Total 50 marks]

2962 The Scientific Domain (Written Paper)

Generic Mark Scheme for 10 mark questions in Section B

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

Generic Mark Scheme for 40 mark questions in Section B

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

Answer **all** questions in this section.

Assessment Objectives Balance				
Sub section	AO1	AO2	AO3	AO4
A1 and A2	17	8	17	8

- 1 (a) Temperatures can be given in degrees Fahrenheit (°F) or degrees Celsius (°C).
The formula for converting temperature from °F to °C is:

$$C = \frac{5(F - 32)}{9}$$

- (i) Calculate the Celsius equivalent of 77° Fahrenheit. [2]

correct substitution of 77 i.e. $C = \frac{5}{9}(77-32)$ 1 mark
 correct calculation $\frac{5}{9} \times 45 = 25$ 1 mark
 accept 25 (°C) without workings 2 marks

- (ii) Calculate to one decimal place the Fahrenheit equivalent of 14° Celsius. [3]

credit two stages prior to the answer and 3 marks for an answer without workings.
 first stage 14×9 (or 126) = $5F - 160$ or equivalent to achieve stage 2 1 mark
 second stage $5F = 286$ 1 mark
 answer $F = 57.2$ 1 mark
 (Allow 3 marks for a correct answer without workings)

- (iii) Use the conversion formula to show that Fahrenheit and Celsius are of the same value at -40°. [3]

There are several routes to the solution: either let $C = F$ and/or let C or $F = -40$
 stage 1 substitution eg $F = \frac{5}{9}(F - 32)$ or $C = \frac{5}{9}(-40-32)$ 1 mark
 stage 2 eg $9F = 5F - 160$ or $9C = 5(-72)$ 1 mark
 answer $4F = -160$ or $9C = -360$ 1 mark

- (b) Table 1 shows the average monthly temperatures over a 25 year period for a city in the southern hemisphere.

Table 1

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
temperatures in °C	21.8	22.0	20.6	17.8	14.0	11.9	10.7	11.9	13.9	17.0	18.8	20.9

- (i) What is the evidence that the city represented in Table 1 is in the southern hemisphere? [1]

Any statement that states that the maximum occurs in February and/or the minimum in July.

Although we must not credit statements like the maximum occurs in winter; statements such as the maximum occurs during *our* (UK or northern hemisphere) winter does satisfy the answer.

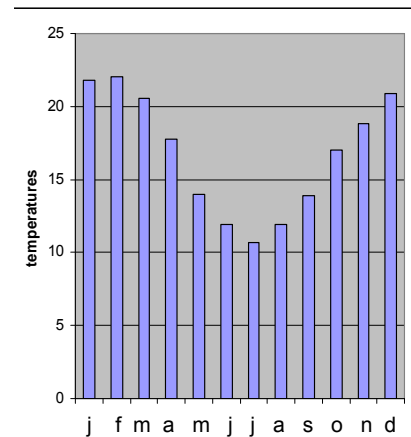
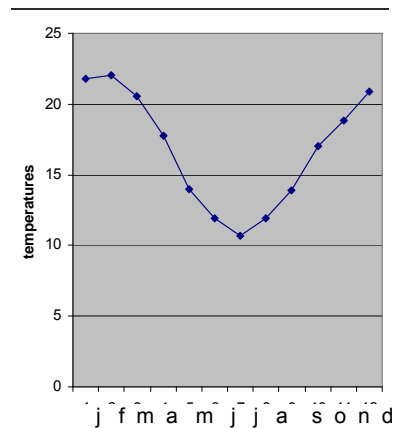
- (ii) Suggest why the temperatures are given as averages. [2]

Averages take account of anomalies (1 mark)

Plus a qualifying statement such as: to use one year may not be typical or by quoting examples of anomalous data (1 mark)

Credit references to representative information.

- (iii) Sketch a graph that would suitably represent the data in Table 1. [3]



Although the temperature data are discrete and technically not continuous, atlases use a continuous line to show temperatures. Therefore a bar graph and a line graph are appropriate.

- Award 1 mark for a correct choice of graph
 1 mark for labelled (both labelled) x and y axes
 1 mark for an appropriate illustration of a graph.

- (c) Fig. 1 shows estimated variations in average global temperatures and atmospheric carbon dioxide (CO₂) concentrations from 160,000 years ago to the present day.

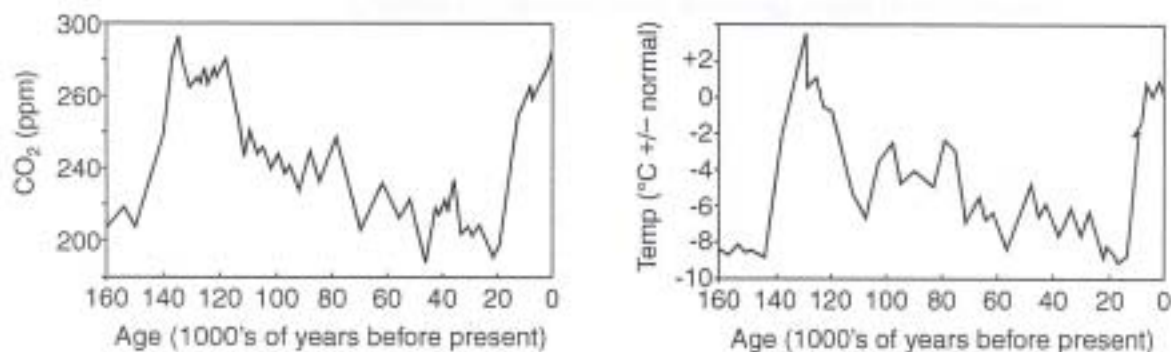


Fig. 1

- (i) Describe and suggest reasons for the apparent connection between the two graphs shown in Fig. 1. [4]

Award marks on the basis of description (max 2) and reasons (max 3) up to a Maximum of 4 for the question.

Description. A good or clear relationship (1 mark) with peaks and troughs almost occurring at the same time (1 mark). Alternatively candidates may use actual dates and the more discerning candidate may refer to specific differences between the two graphs.

Reasons. Do not expect detailed explanations of global warming and cooling. Instead high carbon dioxide (a greenhouse gas) levels (=1 mark) coincide with high temperatures (1 mark) and low carbon dioxide levels indicate a cooler climate.

Accept references to CO₂ solubility.

- (ii) Suggest and justify an alternative graphical method that could be used to assess the strength of the relationship between the two sets of data shown in Fig. 1. [4]

The question requires a method that shows the strength of a relationship or correlation.

A scatter graph (1 mark) in which CO₂ is plotted against temperatures (1 mark) a dispersion (1 mark) about a line of best fit (1 mark) indicates the strength of the correlation.

Valid alternative method (eg superimposed graphs are acceptable) but must be justified.

- (d) Fig. 2 shows the extent to which in the period 1850 to 2008 annual temperatures in central England have deviated from the bench-mark average temperature shown as 0.0 for 1961.

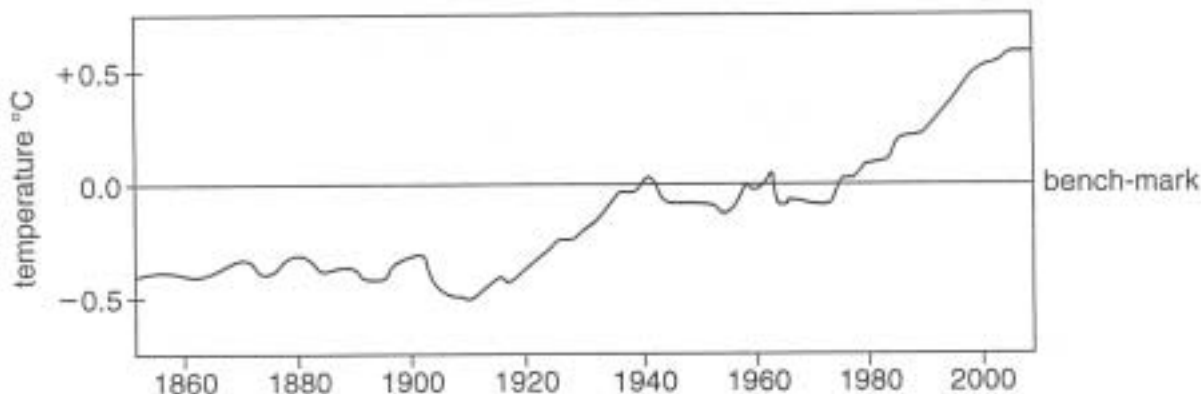


Fig. 2

Describe the trends shown in Fig. 2 and suggest a reason for the increase in temperature between 1970 and 2008. [3]

Whilst global warming is a perfectly natural phenomena, human activity has enhanced the process through the release of greenhouse gases. Credit should be given for:

- recognising trends in the graph eg steady fluctuations from 1860 to 1910/1940 to 1980 (1 mark) with marked increases from 1910 to 1940 and 1980 to the present (1 mark)
- explanations must refer to the steep increases between 1970 and 2008 which might be supported by: industrialisation of developed countries between 1910 - 2008 (1 mark) and the addition of newly industrialised countries from 1980 (1 mark).

Award 1/2 marks for the trends and 2/1 for the explanation.

[25 marks]

2 Read the following extract and answer the questions that follow.

Genetic engineering (GE) is one of the most controversial scientific developments of recent years. There are strong cases for and against genetic engineering.	line 1
While scientific progress in biotechnology has a great potential to increase understanding of nature and provide new medical tools, it should not be used as justification to turn the environment into a giant genetic experiment by commercial interests. The biodiversity and environmental integrity of the world's food supply is too important to our survival to be put at risk.	line 3 line 5 line 6
These genetically modified organisms (GMO) can spread through nature and interbreed with natural organisms. Their release is 'genetic pollution' and is a major threat.	line 9
Because of commercial interests, the public is being denied the right to know about GE Ingredients in the food chain, and therefore losing the right to avoid them despite the presence of labelling laws.	
<i>(Greenpeace)</i>	

(a) Briefly outline what you understand by:

(i) genetic engineering(GE) (line 1) [3]

Genetic engineering is the deliberate alteration of DNA in a cell nucleus or the transfer of a gene from one organism into another (1 mark), in order to modify an organism or population of organisms (1 mark). It can include pharming, protein manufacture (insulin), genetically engineered crops etc (1 mark).

(ii) biotechnology (line 3) [3]

Biotechnology describes the use of organisms and biological processes (1 mark) to provide food, chemicals and services to meet the needs of humans (1 mark) for example: fermented drinks (ancient), the use of yeast to make bread; and used in sewage treatment (1 mark).
Credit a global set that include GE (1 mark).

(b) Outline three examples of commercial interests in genetic engineering (line 5) [6]

Award two marks for each of three commercial interests. In each case one mark is reserved for identifying the commercial interest and one mark for a brief amplification. In the case of a list without amplification, award 1 mark for each commercial interest ie max 3.

New food stuffs eg rice, increased production and export (India), longer shelf life of food products eg tomatoes in supermarkets, new medicines/vaccines, pharmaceutical products, the influence of multinationals/large companies (high prices/profit etc). Designer babies and cloning

- (c) **What do you understand by the biodiversity and environmental integrity of the world's food supply (line 5)?** [4]

The statement refers to the 'non-contaminated' variation in biological species or biodiversity (1 mark) which includes food that is part of a natural process of evolution (1 mark) and has not undergone genetic modification (1 mark). Award 1 mark for reference to any related environmental point (natural ecosystems, soils, the role of soil fauna, over cropping etc).

- (d) **Do you agree that genetic pollution is a major threat (line 9)? Justify your answer.** [9]

Up to 3 marks for threats or supportive points and 6 for the justification or amplification. There can be two sides to the argument.

Sample answer. Once released, the new living organisms made by genetic engineering are able to interact with other forms of life (2 mark), reproduce (1 mark), transfer their characteristics and mutate (2 marks). This could cause ecological harm (1 mark) eg genes from GM crops, fish or trees may move into the gene pools of related species in the wild (1 mark). The results are unpredictable (1 mark).

Finalise your mark use the following bands:

6-9 marks for two threats and/or supportive points are identified and justified or one very well developed.

3-5 marks although 1 or 2 points are identified their justification may be weak.

1-2 marks may comprise a brief list without any real justifications.

[25 marks]

Section B

Choose one question from this section.
(Answers should be in continuous prose)

Assessment Objectives Balance for questions 3, 4 and 5				
Sub section	AO1	AO2	AO3	AO4
Part a	4	2	4	
Part b	10	10	10	10

- 3 (a) Fig. 3 is model of the solar system showing the orbits of the planets around the sun. Outline three reasons why with the naked eye, it may be possible to observe a small number of planets in the night sky at the same time. [10]

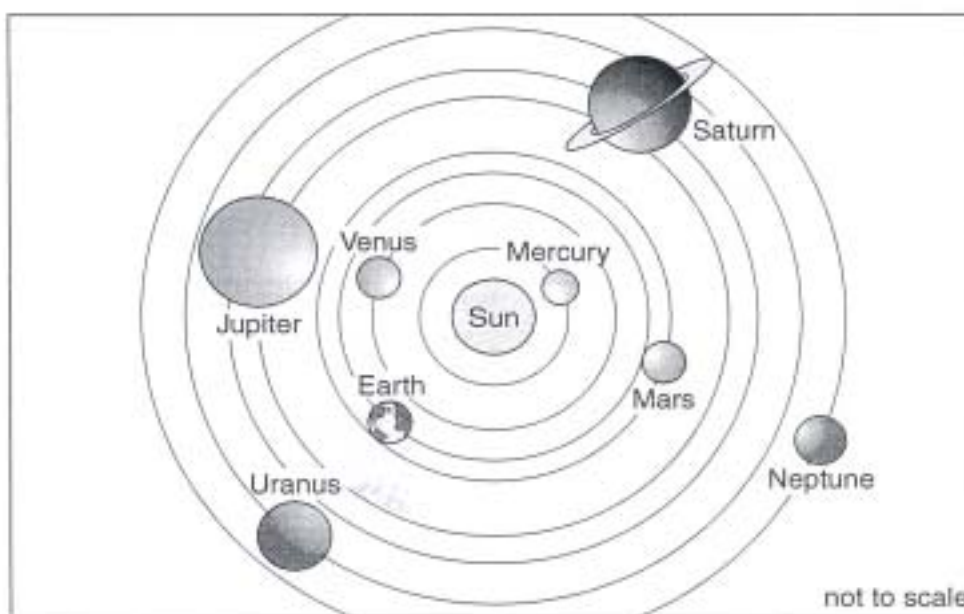


Fig. 3

Notionally there are three marks for each reason and for full marks (10), two should be well developed with two elaborative points and the third, possibly with one elaborative point. Award 1 mark for the reason and 1 for each elaborative point.

AO2 = 2.

Reasons can include:

- Planetary orbit: planets on opposite side of the sun/ face the earth at day time
- Earth's rotation causes a passage of planets across the night sky
- Distance: the outermost planets Uranus and Neptune do not reflect sufficient light to be seen with the naked eye
- Planetary location: those close to the sun (Venus, Mercury) appear at a low angle either in the early evening or morning; whereas Mars, Jupiter and Saturn occupy higher positions and are more available for observation
- Physical observational difficulties such as cloud and light, planetary colour and size.

Band 1 answers should consider 3 reasons either separately or within a general review.

Band 3 answers should consider 2 reasons with the remainder receiving very brief reference.

Band 4 answers may briefly detail one reason with little expansion.

Suggested annotations are R_{1,2,3}, Dev_{1,2,3},

(b) Describe and explain how technologies used on earth, have benefited from investments in space technology. Assess the benefits to people on earth. [40]

The subject material for this question is wide ranging covering nearly all areas of science and technology. The following indicative content is wide ranging and we cannot expect candidates to cover all areas. The following (there are many more) have been developed through space technology.

Computer Technology includes: computer based scheduling systems/ear-time planning with commercial applications; optimising manufacturing operations; Windows Visual News Recorder with internet links; air quality monitors; advanced keyboards; database management.

Consumer/Home Recreation includes: enriched baby food; water purification; golf ball aerodynamics; for sports training cardio-vascular equipment/techniques; smoke detectors; fogless ski-goggles.

Environmental & Resource Management: solar energy; via satellite technology weather forecasting aids, forest management etc; earthquake prediction systems; radiation insulation.

Health & Medicine: ultrasound skin damage assessment, digital imaging; cool-suits that circulate coolants for use in multiple sclerosis.

Industrial: magnetic liquids; micro-lasers; engine lubricants; self-locking fasteners; engine design.

Public Safety: radiation hazard detectors; personal alarm systems; fireman's air tanks; self-righting life rafts; protective clothing.

Transport: studless winter tyres; better brakes; wing designs for aircraft.

Each point raised in the answer should contain:

- an identification of the technology and its links with space technology
- a description (what it is and what it does)
- an explanation of how it benefits mankind.

Band 1 answers should identify a good range of technologies that receive detailed coverage. Each technology should contain some relevant assessment. Answers will be well balanced and accurate and detailed in their treatment of the technology and its benefits. (33 - 40 marks)

Band 3 answers will either clearly identify and describe a limited range of technologies or may cover a wide range with limited development. Balance may be lost through the absence of assessment. The technologies will be accurately linked to space technology but will be lacking development. (17 - 24 marks)

Band 4 answers should develop at least one technology and may give brief reference to some of the others. Expect answers at this level to be vague about benefits. Although the answer should be relevant it may lack development and possibly display a weak understanding of both the technology and its applications. (9 - 16 marks)

suggested annotations: T_{1,2,3,4}

[50 marks]

- 4 (a) Briefly describe the trends in global energy utilisation between 1970 and 2025 shown in Fig. 4. [10]

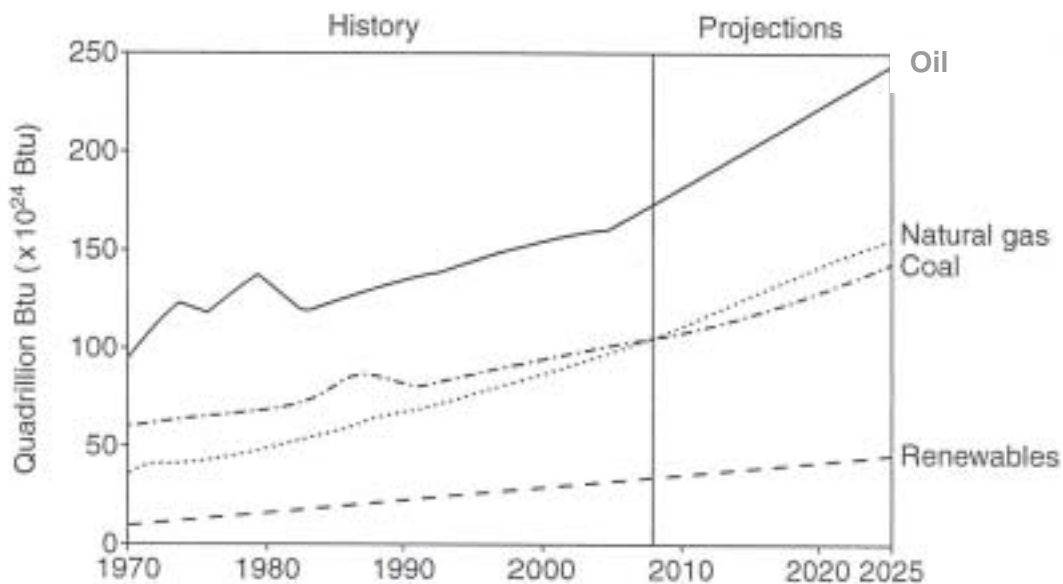


Fig. 4

There are 4 forms of energy utilisation and for full marks all 4 should be covered; thus notionally there are two marks for each and two marks for AO2. Although most candidates will treat each source of energy separately we must expect some sophisticated answers that provide a general review. Each description should identify a distinctive trend plus one elaborative point ie. comparison with other trends, anomalies, sudden alterations. Answers must relate to the data.

Band 1 answers should consider all 4 trends either separately or within a general review.

Band 3 answers should consider at least 2 with the remainder receiving very brief reference.

Band 4 answers should detail one trend or may give the remainder or all, brief coverage.

suggested annotations: C, 0, N, R

- (b) What is meant by the term *renewable energy*? Assess the arguments for and against the further development of renewable sources of energy. [40]

Renewable energy resources are either a flow of nature or living things and can thus be used repeatedly. Forests are renewable as long as they are not used faster than they can be replaced. In terms of energy, renewable resources include wind, tides, waves, water power (HEP), solar energy, biomass and ocean thermal energy. Geothermal energy is acceptable.

Discerning candidates will recognise that renewable sources of energy need to be considered in terms of diminishing fossil fuels; many candidates will only review different forms of renewable energy. Credit references to nuclear energy as long as it is relevant.

	advantages	disadvantages
Wind stand-alone turbines or wind farms linked to the national grid.	once constructed cheap to run and maintain, based on location fairly reliable, proven technology, clean and to some not an eyesore, may be based offshore.	restricted locations; less efficient than other types; only operate 1/3 of the time; used in conjunction with other energy forms, noisy and unsightly; light flicker, environmental issues.
water (HEP) lakes and reservoirs in hilly/mountainous area with reliable rainfall.	reliable, excellent provider of off-peak electricity, cheap to run, serves local demand, recreation using reservoirs and lakes, clean.	small supply in UK but important elsewhere (Switzerland), disruption to local economy and environment, although linked to the national grid restricted locations.
wave power uses the kinetic energy of a wave both on and off shore.	UK has good potential; est 30% of UK energy could come from this source.	untried technology; off-shore sites have transmission difficulties; expensive.
tidal energy tidal barrages built across estuaries; uses sluice gates to admit and release water at high and low tides.	tried and tested (la Rance); efficient and reliable resource with 12.5 hour tidal cycle.	restricted to sites with 5 to 15 metre tidal range; expensive; issues arise estuarine ecology.
Solar photo-thermal heats water directly; passive solar energy uses buildings to capture, store and distribute; solar furnaces, photo-voltaic cells convert solar radiation.	clean, dependent on location reliable, few environmental issues; easily incorporate into house design; need to be used with the national grid.	expensive to install, better in sunny locations, some issues with photo-voltaic cells.
geothermal uses energy generated from within the earth; relies on radio-activity decay of minerals or volcanic activity; hot aquifer method (natural) or injection of water.	potential in stand alone systems for houses, once installed cheap to operate, clean, saves on fuel bills, plentiful supply in Iceland, Kenya and potentially Italy.	restricted locations, expensive to install; moderately untried in the UK (ref Southampton city centre).

Band 1 answers should display a clear understanding of renewable energy and consider a good range of renewable energies. There should be clear references to the diminishing reserves of fossil fuels and issues linked to nuclear energy. Each renewable energy source must contain advantages and disadvantages. (33 - 40 marks)

Band 3 answers will briefly define renewable energy and may make relevant but generalised reference to non-renewable sources. A small range of renewable sources of energy should receive consideration but there may be an imbalance between advantages and disadvantages. (17 - 24 marks)

Band 4 answers although relevant, may lack clarity on definitions and give a limited range of sources some consideration. Answers will probably lack the balance needed to give renewable energy a correct perspective by either ignoring diminishing non-renewables or indeed over-stressing this element. (9 - 16 marks)

suggested annotations: S_{1,2,3}, Dis, Adv

[50 marks]

- 5 (a) **Outline three causes of the current concerns about the health and fitness of young people.** [10]

Notionally there are three marks for each reason and for full marks (10) two should be well developed with two elaborative points and the third, possibly with one elaborative point. Award 1 mark for identifying the reason and 1 for each elaborative point. Reserve 2 marks for AO2.

Causes could include: increasing obesity, anorexia, poor diet, sugar, the couch potato society, lack of exercise etc. All of these lead to medical problems (physical and psychological).

Band 1 answers will contain three developed causes with possibly two better developed.

Band 3 answers should consider 2 causes and if present, the remainder receiving very brief reference.

Band 4 answers may detail one cause or cover the causes very briefly.

- (b) **Assess the scientific arguments that personal health and fitness is dependent upon diet.** [40]

Answers should focus on the contribution of diet to health and fitness. However to achieve the required evaluation there should be a balanced input of how a person's general health benefits from fitness and other factors such as mental health, job satisfaction etc. The following serves as the indication of that which might be included in answers.

A healthy diet involves types of food, nutrition, balance and enables fitness, maintains a healthy weight and both reduces and alleviates medical problems and illness (obesity, diabetes, stomach disorders, blood complaints, circulatory problems etc). Physical fitness is derived from exercise, work and life style.

Combined they encourage personal health and arguably, their benefits have a knock-on effect. Physiological and psychological benefits may be linked to both diet and/or fitness. These factors should be evaluated as there are dangers attached to striving for both. Eg some diets (Atkins) can be counterproductive and incorrect fitness regimes can lead to strains, injuries and even heart attacks.

Assessments may refer to non-scientific factors being as important as the scientific ie social, life style, media etc.

Band 1 answers should focus on the contribution of diet. Answers at this level must evaluate the contribution of diet with respect to fitness and alternatives. (33 - 40 marks)

Band 3 answers lack balance and focus upon the benefits and dangers of a healthy diet. Alternatively physical fitness may be the focus. There should be some reference to each of the components but the evaluation may be limited and not review other factors. Life-style may receive very brief coverage. (17 - 24 marks)

Band 4 answers although relevant will tend to be brief, lack cohesion and balance. Other answers may simply be brief and superficial. Listed/bullet point answers without elaboration goes to the top of band 4. (9 - 16 marks).

suggested annotations H (H/diet) _{1,2,3 etc}, F (fitness) _{1,2,3 etc}, A (alternatives) [50 marks]

2964 The Social Domain 1

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 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

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

1	In 2005 the average gross income of the richest 20% of families in Britain, was £66 300. This was 16 times that of the poorest 20% of families who earned £4 300 on average.	
(a)	<p>What do you understand by the term ‘gross income’?</p> <p>1 mark for simple statement plus 1 mark for development or example.</p> <p>Gross income is the total amount of money (1) coming to an earner before any deductions are made (1). Income can be earned, may be from interest or returns on investment. Deduction from gross income include National Insurance contributions, income tax and other sums removed from gross income.</p>	[2]
(b)	<p>Suggest <u>two</u> ways in which these average income figures might be misleading.</p> <p>2 ways @ 3 marks each. 1 mark for simple idea and two for development.</p> <p>Averages include extreme values Not clear which average is being used, mean, median, mode Not clear whether this is households or families Families may include many single parents at lower end Gross figures are of themselves misleading because of deductions such as tax falling differentially on higher incomes. Not just a statistical interpretation.</p>	[6]
(c)	<p>Describe <u>two</u> ways in which the government could reduce the difference in income between these two groups.</p> <p>2 ways @ 3 marks each. 1 mark for basic way and 2 for development.</p> <p>Differential increases in income tax Higher tax allowance thresholds A change in VAT regulations Increase in the minimum wage Increase in benefits to lower paid Tax credits to those on low incomes Universal benefits are not targeted eg. child benefit, fuel allowance Be ready to accept comments that apply to gross and net income.</p>	[6]

(d)	<p>Explain <u>two</u> advantages for people with low incomes in the UK if some people have very high incomes.</p> <p>Allow up to 3 marks for each developed advantage. 1 mark for simple idea and 2 for development/examples.</p> <p>Advantages include:</p> <ul style="list-style-type: none">• employment created in services• employment in service• income used for investment• increases tax revenue for the government• pay for their own private services leaving more space in state services• 'trickle down' effects eg. in housing.	[6]
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2	<p>Study Fig. 1 that shows the results of an online survey of 20 000 16 to 24 year olds. One group of social scientists (A) believes the results demonstrate a high level of sexual irresponsibility that helps to explain why Britain has a high rate of sexually transmitted disease. This group blames the poor quality of sex education in schools. Another group of social scientists (B) disagrees suggesting the data shows that teenagers are in no rush to have sex. This group is encouraged that young people are willing to talk about contraception.</p>	
(a)	<p>Using Fig. 1, identify <u>two</u> pieces of evidence to support group A.</p> <p>2 pieces of evidence @ 3 marks each. One mark for identification of evidence from the table and two marks for development/exemplification of the point.</p> <p>Allow male/female differences as separate points.</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> • high percentages of under 16 year olds losing virginity • high percentages with multiple sexual partners • high percentage not using a condom • believing the 'pill' protects from STI/infections. 	[6]
(b)	<p>Using Fig. 1, identify <u>two</u> pieces of evidence to support group B.</p> <p>2 pieces of evidence @ 3 marks each. One mark for identification of evidence from the table and two marks for development/exemplification of the point.</p> <p>Allow male/female differences as separate points.</p> <p>Evidence includes:</p> <ul style="list-style-type: none"> • high percentage waiting until the age of 16 • one quarter have only one or no sexual partner • large response to on-line survey shows confidence. 	[6]
(c)	<p>Suggest <u>three</u> reasons why the results of an online survey might be misleading or unreliable.</p> <p>3 reasons @ 3 marks each. 1 mark for simple reason and 2 for development.</p> <p>Reasons include:</p> <ul style="list-style-type: none"> • uncontrolled sample • age groups may not be proportionately represented • profiles of respondents not controlled • honesty not seen • applies to those with access to computer. 	[9]

(d)	<p>It has been said that ‘Safer sex advice is not getting through to young people’. Suggest <u>three</u> ways in which this situation could be improved.</p> <p>Allow up to 3 marks for a well developed suggestion. Allow single marks for each simple suggestion.</p> <p>Ways to improve situation include:</p> <ul style="list-style-type: none"> • better training of sex educators • greater use of trained professionals • national curriculum sessions in schools • better support through media resources • need to move education beyond biology into sex and relationships education and publicity to cover the dangers of unprotected sex • the use of condoms/practical demonstrations • negotiating condom use with a partner eg. role play • better recognition and deflection of pressure to have sex • review of the government RUThinking campaign • establishing religious belief systems • working in partnership with parents/training for parents • media use of role models to convey message • allow enforcement by punishment. 	[9]
Total [50] marks		

Figure 1. Results of an online survey of 20 000 16 to 24 year olds.

(figures are percentages)

At what age did you lose your virginity?		
Age	Female	Male
pre 14	4	4
14	10	7
15	19	15
16	25	21
17	18	19
18	11	16
19	5	7
20-24	3	6
hasn't	3	4

How many sexual partners have you had?		
Number of partners	Female	Male
none	3	4
1	21	20
2-4	33	33
5-7	16	16
8+	27	27

Do you always use a condom with a new partner? 62% answered 'yes'.	
Reasons for not using a condom with a new partner	
'too drunk'	17
'on the pill'	44
'partner refused'	3
'used "withdrawal" technique'	7
'too embarrassed to ask'	4
'wouldn't go/stay on'	3
'spoil enjoyment'	9
'didn't have any'	13

Section B

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

<p>3 (a)</p>	<p>Identify <u>two</u> ways in which team spirit, which is encouraged in sport, the world of work and group projects, is a useful model for an ideal society and <u>one</u> way in which it is not.</p> <table border="1" data-bbox="331 459 1335 582"> <thead> <tr> <th colspan="5">Assessment Objectives</th> </tr> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> </tr> </thead> <tbody> <tr> <td>Marks</td> <td>4</td> <td>2</td> <td>4</td> <td></td> </tr> </tbody> </table> <p>Useful features of team spirit include:</p> <ul style="list-style-type: none"> • encourages pulling together • develops leadership (captain) • specialisation of role/recognition of talent • support in adversity • range of ideas. <p>Negative features of team spirit include:</p> <ul style="list-style-type: none"> • identification of outsiders • competition and conflict • tension of the event (match) • reluctant members (lack of talent) • loss of individuality/majority • conflict of interest • slower than the individual/pace of the slowest. <p>Two useful and one negative features needed for 8 marks (Up to 3 marks for any one feature) Reserve 2 for AO2 and indicate that they have been awarded. Then please consult the generic scheme for 10 mark questions. Use U1 &U2 for useful points and N1 for negative features.</p>	Assessment Objectives						AO1	AO2	AO3	AO4	Marks	4	2	4		<p>[10]</p>
Assessment Objectives																	
	AO1	AO2	AO3	AO4													
Marks	4	2	4														
<p>(b)</p>	<p>The founders of the European Union wanted to see the members working together as a team.</p> <p>Assess the advantages and disadvantages arising from the United Kingdom's continued membership of the European Union.</p> <table border="1" data-bbox="331 1579 1335 1702"> <thead> <tr> <th colspan="5">Assessment Objectives</th> </tr> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> </tr> </thead> <tbody> <tr> <td>Marks</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.</p> <p>The question has three parts:</p> <ul style="list-style-type: none"> • advantages arising from continued membership • disadvantages arising from continued membership • an assessment of the balance of the two. 	Assessment Objectives						AO1	AO2	AO3	AO4	Marks	10	10	10	10	<p>[40]</p>
Assessment Objectives																	
	AO1	AO2	AO3	AO4													
Marks	10	10	10	10													

(b) cont.	<p>Indicative content</p> <p>Advantages include:</p> <ul style="list-style-type: none"> • larger market in which to sell products • security from joint action • unrestricted travel across frontiers • access to jobs in other countries • single currency for tourists • access to European courts • easier exchange of scientific and criminal information. <p>Disadvantages include:</p> <ul style="list-style-type: none"> • potential influx of immigrants • harmonisation from EU organisations • loss of sovereignty to EU organisations • contribution to central budget. 	
Band 1	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will develop at least three advantages • they will develop at least three disadvantages • they will include a clear assessment of the two cases • responses will be accurately written, using SPG with facility. 	33-40
Band 3	<p>These answers will have three characteristics:</p> <ul style="list-style-type: none"> • they will develop two advantages or two disadvantages • they will include some material for both sides of the discussion • responses will be clear, making use of some specialist vocabulary and using SPG with facility. 	17-24
Band 4	<p>These answers will have three characteristics:</p> <ul style="list-style-type: none"> • they will include some material for both sides of the discussion • one side of the discussion will be limited • responses will have limited clarity, SPG will include a small number of errors. 	9-16
	<p>Recommended annotation</p> <p>Intro</p> <p>Adv1, Adv2, Adv3... for advantages of continued membership</p> <p>Dis1, Dis2, Dis3... for disadvantages of continued membership</p> <p>dev for development of points</p> <p>eg for examples</p> <p>Ass for assessment</p> <p>Conc.</p>	

4 (a)	<p>Identity <u>two</u> pieces of evidence for and <u>two</u> against the suggestion that people actually have more time for leisure than in the past.</p> <table border="1" data-bbox="331 293 1313 416"> <thead> <tr> <th colspan="5">Assessment Objectives</th> </tr> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> </tr> </thead> <tbody> <tr> <td>Marks</td> <td>4</td> <td>2</td> <td>4</td> <td></td> </tr> </tbody> </table> <p>1 mark for basic point plus 1 for development = 2. Two pieces @ 2 = 4.</p> <p>Two for and two against = 8.</p> <p>Reserve 2 for AO2 and indicate that they have been awarded Then please consult the generic scheme for 10 mark questions.</p> <p>Evidence for more time for leisure:</p> <ul style="list-style-type: none"> • shorter working hours • shorter working week • popularity of leisure interests • weekend leisure breaks advertised • attendance at sporting events. <p>Evidence against people having more time for leisure:</p> <ul style="list-style-type: none"> • long hours worked by some managers • time needed for preparation • some clubs and societies have falling memberships • using Sunday for shopping, 24-hour shopping. <p>Be ready to reward candidates who discuss a definition of leisure. Use F1, F2, A1 & A2 for points for and against.</p>	Assessment Objectives						AO1	AO2	AO3	AO4	Marks	4	2	4		[10]
Assessment Objectives																	
	AO1	AO2	AO3	AO4													
Marks	4	2	4														
(b)	<p>Is the countryside for visitors or the people who live there? Assess the arguments in favour of <u>each</u> of these groups.</p> <table border="1" data-bbox="331 1379 1313 1503"> <thead> <tr> <th colspan="5">Assessment Objectives</th> </tr> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> </tr> </thead> <tbody> <tr> <td>Marks</td> <td>10</td> <td>10</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.</p> <p>The question is in three parts:</p> <ul style="list-style-type: none"> • arguments in favour of countryside being for visitors • arguments in favour of countryside being for the people who live there • assessment of the two cases. 	Assessment Objectives						AO1	AO2	AO3	AO4	Marks	10	10	10	10	[40]
Assessment Objectives																	
	AO1	AO2	AO3	AO4													
Marks	10	10	10	10													

(b) cont.	<p>Indicative content</p> <p>Arguments in favour of visitors include:</p> <ul style="list-style-type: none"> • urban life demands green relief eg green belts • shorter working week gives time for leisure • countryside no longer essential for food • countryside sustained by taxes paid by urban areas • rural dwellers use towns • limiting gulf between town and country • economic value to countryside from visitors. <p>Arguments in favour of residents include:</p> <ul style="list-style-type: none"> • countryside is farmer's place of work • rich have always purchased space in the countryside • needs protection from second home buyers • attractions deteriorate if not sustained • people born there have right to live there in peace • too many visitors destroy attractions. 	
Band 1	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will develop at least three reasons in support of visitors • they will develop at least three reasons in support of residents • they will include a clear assessment of the two cases • responses will be accurately written, using SPG with facility. 	33-40
Band 3	<p>These answers will have three characteristics:</p> <ul style="list-style-type: none"> • they will develop two reasons for visitors or two reasons for residents • they will include some material for both sides of the discussion • responses will be clear, making use of some specialist vocabulary and using SPG with facility. 	17-24
Band 4	<p>These answers will have three characteristics:</p> <ul style="list-style-type: none"> • they will include some material for both sides of the discussion • one side of the discussion will be limited • responses will have limited clarity, SPG will include a small number of errors. 	9-16
	<p>Recommended annotation</p> <p>Intro</p> <p>V1, V2, V3... for points in favour of visitors</p> <p>R1, R2, R3... for points in favour of residents</p> <p>dev for development of points</p> <p>eg for examples</p> <p>Ass for assessment of the two sides</p> <p>Conc.</p>	

5 (a)	<p>Members of Parliament are elected for an area of the country called a constituency. In a constituency the local political parties select their candidate from a short list of applicants.</p> <p>Identify <u>two</u> arguments for and <u>two</u> against local parties being forced to select from ‘women only’ short lists.</p>	[10]										
Assessment Objectives												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">AO1</td> <td style="width: 25%; text-align: center;">AO2</td> <td style="width: 25%; text-align: center;">AO3</td> <td style="width: 25%; text-align: center;">AO4</td> </tr> <tr> <td style="text-align: left;">Marks</td> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">4</td> <td></td> </tr> </table>				AO1	AO2	AO3	AO4	Marks	4	2	4	
	AO1	AO2	AO3	AO4								
Marks	4	2	4									
<p>Two arguments for @ 2 each. Two arguments against @ 2 each.</p> <p>Reserve 2 for AO2 and indicate that they have been awarded. Then please consult the generic scheme for 10 mark questions. Use F1 & F2, Ag1 & Ag2 for points for and against.</p> <p>Indicative content</p> <p>Points for ‘women only’ short lists include:</p> <ul style="list-style-type: none"> • male and female should have equal opportunity • females part of the electorate • prejudice by selection panels • women MPs have impressive record • women under-represented in some groups of MPs. <p>Points against ‘women only’ lists include:</p> <ul style="list-style-type: none"> • listing should be on merit • it is unfair to men • local men may have served that area • local committee should have freedom. 												

(b)	<p>Name <u>three</u> leading political figures (at least <u>one</u> should have been active in your lifetime). Assess the qualities of <u>each</u> of them with a view to identifying the reasons for their success.</p>	[40]										
Assessment Objectives												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%; text-align: center;">AO1</td> <td style="width: 25%; text-align: center;">AO2</td> <td style="width: 25%; text-align: center;">AO3</td> <td style="width: 25%; text-align: center;">AO4</td> </tr> <tr> <td style="text-align: left;">Marks</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> </table>				AO1	AO2	AO3	AO4	Marks	10	10	10	10
	AO1	AO2	AO3	AO4								
Marks	10	10	10	10								
<p>When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.</p> <p>The question is in three parts:</p> <ul style="list-style-type: none"> • description of qualities of three political figures • assessment of these qualities • identification of reasons for success. <p>When marking this question some candidates may give low priority to the named political figures. They will tend to produce a list of characteristics. Such answers will at best gain Band 3 marks.</p> <p>Maximum Band 3 unless one of the named politicians was alive in your lifetime (approx 1990).</p> <p>Indicative content</p> <p>Qualities likely to be revealed include:</p> <ul style="list-style-type: none"> • ability to appeal to the electorate • leadership of a party with varied views • support from part of the establishment • support from people with finance available • clear policies • ability to argue the case • tenacity (eg women in a man's world) • ability to appoint a good team around them • tough position in adverse conditions • few problems in private life • charisma, inspiring devotion • serendipity, being there at the right time • popular vision • allow political activities of such figures as Geldorf, Princess Diana, Prince Charles. 												

Band 1	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will name three leading political figures • they will draw out from the named three characteristics of leadership • they will make some assessment to produce final group of reasons • responses will be accurately written, using SPG with facility. 	33-40
Band 3	<p>These answers will have three characteristics:</p> <ul style="list-style-type: none"> • they will name up to three leading political figures • they will identify some characteristics of successful leadership though the link to actual politicians will be weak • responses will be clear, making use of some specialist vocabulary and using SPG with facility. 	17-24
Band 4	<p>These answers will have three characteristics:</p> <ul style="list-style-type: none"> • they will produce some characteristics of successful leadership • the links to actual politicians will be incidental • responses will have limited clarity, SPG will include a small number of errors. 	9-16
	<p>Recommended annotation Intro N1, N2, N3... for named politicians/(alive) L1, L2, L3... for leadership characteristics eg for examples dev for development Ass for assessment of characteristics Conc.</p>	
Total [50] marks		

2965 The Scientific and Cultural Domains

Generic Levels Mark Scheme

Band	Level Descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	44-50
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:	35-43
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:	23-34
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:	11-22
AO1	<ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge show a modest understanding of the concepts involved 	
AO2	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary use some rules of grammar, punctuation and spelling 	
AO3	<ul style="list-style-type: none"> demonstrate limited analysis of issues and problems with limited evaluation develop limited arguments and draw limited conclusions 	
AO4	<ul style="list-style-type: none"> demonstrate limited awareness of the differences between types of knowledge have a restricted grasp of the limitations of the different types of knowledge. 	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-10
AO1	<ul style="list-style-type: none"> select, use and integrate some relevant knowledge integrate knowledge from a very limited area show a restricted understanding of the concepts involved 	
AO2	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms use poor grammar and punctuation, and inappropriate spelling 	
AO3	<ul style="list-style-type: none"> undertake poor analysis of issues, problems and evaluation recognise arguments and conclusions 	
AO4	<ul style="list-style-type: none"> demonstrate a very limited awareness of the differences between types of knowledge have a very restricted grasp of the limitations of the different types of knowledge. 	

Section A**The Scientific Domain**

Answer **one** question from this section.

- 1 **How could you compare the effectiveness of two slimming programmes? Discuss the problems you might encounter during your comparison.**

[50]

Assessment Objectives				
	AO1	AO2	AO3	AO4
Marks	16	9	16	9

When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.

This question is in three parts:

- identification of two slimming programmes
- a way in which their effectiveness can be compared
- suggestion of the problems encountered.

Indicative content

Answers should be within the context of slimming though programmes do not need to be named.

Slimming programmes include:

- control of food and drink intake through diet sheets
- specially prepared food and drink to replace usual diet
- health clubs and exercise regimes
- slimming clubs with confessional meetings, weight checks and diet guidance
- slimming wraps, massage and electric pads
- surgery.

Ways to compare their performance include:

- questionnaires to users
- supervision of two groups undertaking the programme
- regular weight checks on clients on two programmes
- diary keeping by two groups
- blind testing of each programme.

Problems that might be encountered include:

- accurate collection of data
- variable results
- scale of the sample
- duration of the testing
- honesty of participants
- variable characteristics of participants.

Band 1	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • clear recognition of the two programmes • a developed account of how the comparison is to be made including detail and some precision • a developed account of at least three problems likely to be encountered • responses will be accurately written, using SPG with facility. 	44-50
Band 3	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • includes reference to the two programmes • a clear account of how the comparison is to be achieved through modest detail and precision • include an account of at least two problems likely to be encountered • responses will be clear, making use of some specialist vocabulary and using SPG with facility. 	23-34
Band 4	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • some indication of two programmes to be tested • include an account of how the comparison is to be achieved, though with little detail or precision • mention of at least two problems likely to be encountered • responses will have limited clarity, SPG will include a small number of errors. 	11-22
	<p>Recommended annotation Intro for introduction I1 and I2 for identification of each slimming programme W1, W2, W3 for ways of making a comparison dev for development eg. for examples P1, P2, P3 for possible problems likely to be encountered Conc for conclusion.</p>	

- 2 Describe two ways in which scientists have worked towards making the world a safer place in which to live. Assess how successful they have been in each case.

[50]

Assessment objectives				
	AO1	AO2	AO3	AO4
Marks	16	9	16	9

When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.

This question is in three parts:

- description of one way in which scientists have worked for world safety
- description of second way in which scientists have worked for world safety
- assessment of the two ways that have been described.

Indicative content

There are many ways that could be cited including:

- the atomic and hydrogen bombs as deterrents
- better telecommunications to allow exchange of views and news
- increased food supply
- sharper surveillance equipment
- easier international travel
- internet for information exchange
- star wars defence systems
- transport safety
- medical advances such as vaccination
- safety marks on products
- protective clothing
- water supply
- more developed living conditions
- alternative energy.

Examiners should be relaxed in their judgement of the proposals submitted by candidates.

Assessment will include:

Positive features such as:

- absence of major conflicts for over 50 years
- continued use of the United Nations
- multinational peace keeping forces
- greater international travel and exchange
- the global village of telecommunications
- improved working conditions
- international co-operation on environmental issues.

Negative features include:

- global warming, climate change and sea level rises
- damage to the Ozone layer
- proliferation of nuclear weapons
- less privacy
- pollution
- threats to water and energy supplies.

Band 1	<p>These answers will have five characteristics:</p> <ul style="list-style-type: none"> • a developed account of one way in which scientists have made the world a safer place in which to live • a developed account of a second way in which scientists have made the world a safer place in which to live • an assessment of the positive and negative impacts of the first development • an assessment of the positive and negative impacts of the second development • responses will be accurately written, using SPG with facility. 	44-50
Band 3	<p>These answers will have five characteristics:</p> <ul style="list-style-type: none"> • an account of one way in which scientists have made the world a safer place in which to live • an account of a second way in which scientists have made the world a safer place in which to live • an assessment of the impact of the first development • an assessment of the impact of the second development • responses will be clear, making use of some specialist vocabulary and using SPG with facility. 	23-34
Band 4	<p>These answers will have five characteristics:</p> <ul style="list-style-type: none"> • a limited account of one way in which scientists have made the world a safer place in which to live • a limited account of a second way in which scientists have made the world a safer place in which to live • some comment on the impact of the first development • some comment on the impact of the second development • responses will have limited clarity, SPG will include a small number of errors. 	11-22
	<p>Recommended annotation Intro for introduction W1 and W2 for the two ways selected dev for development Ass 1 for assessment of the first way selected (A+, A -) Ass 2 for assessment of the second way selected (A+, A -) eg. for examples Conc for conclusion.</p>	

- 3 'Vorsprung durch Technik' (Progress through technology)
 [Advertisement for Audi cars from 1980s]
 Select one example where you feel progress was achieved through technological change and one where a positive outcome is less clear. What can we learn from these examples to ensure technology has a more positive role in the future?

[50]

Assessment objectives				
	AO1	AO2	AO3	AO4
Marks	16	9	16	9

When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.

This question is in five parts:

- selection of an example where progress has been made
- selection of an example where the outcome is more questionable
- analysis of the first example
- analysis of the second example
- conclusions on the way technology could have more positive role.

Indicative content

Better candidates may offer some definition of progress such as:

- greater life expectancy
- lower infant mortality rates
- faster travel
- easier communication
- fine tuned services
- data capture and recall.

Examples where progress has come through technology include:

- Audi cars
- telecommunications
- the Internet
- computers
- medical advances
- food supply
- sport
- music
- film.

Examples where progress is more questionable include:

- some drugs and their side effects
- use by criminals of telecommunications and computers
- greater use of the earth's finite resources eg. cars
- increased energy demand eg. air conditioning.

Things that might be learned from the two examples include:

- need for safety conscious design/assessment of risk
- pre-production testing
- regulatory bodies
- safety trials
- assessment of possible implications
- review of costs

- degree of innovation/insecure technology
- parallel cases and their implications
- level of scientific understanding
- exit strategy.

Band 1	<p>These answers will have five characteristics:</p> <ul style="list-style-type: none"> • clear identification of the two technological examples (any attempt to define progress should be treated as a considerable bonus) • developed analysis of first example to increase understanding of positive progress • developed analysis of second example to increase understanding of more unclear progress • consequent conclusions on the way in which technology can have a more positive role • responses will be accurately written, using SPG with facility. 	44-50
Band 3	<p>These answers will have five characteristics:</p> <ul style="list-style-type: none"> • identification of the two technological examples (one positive and the other questionable) • analysis of the first example to increase understanding of positive progress • analysis of second example to increase understanding of more unclear progress • conclusions on the way in which technology can have a more positive role • responses will be clear, making use of some specialist vocabulary and using SPG with facility. 	23-34
Band 4	<p>These answers will have five characteristics:</p> <ul style="list-style-type: none"> • identification of the two technological examples (one positive and the other questionable) • some limited analysis of the first example to increase understanding of positive progress • some limited analysis of second example to increase understanding of more unclear progress • hints of a conclusion on the way in which technology can have a more positive role • responses will have limited clarity, SPG will include a small number of errors. 	11-22
	<p>Recommended annotation: Intro for introduction I1 and I2 for the two technological examples A+ for analysis of positive features A- for analysis of negative features L1, L2 for learned Conc for conclusion.</p>	

Section B

The Cultural Domain

Answer **one** question from this section.

- 4 Choose **one** particular religion. Assess the ways in which a more widespread belief in your chosen religion may help to ease the following problems in everyday life:
- high rates of divorce
 - child poverty
 - discrimination against older people.

[50]

Assessment Objectives				
	AO1	AO2	AO3	AO4
Marks	16	9	16	9

When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.

The question may be answered in three parts using the tenets of a chosen religion to address the three everyday life issues listed.

Alternatively the three may be treated as a whole and a range of tenets given to address them.

The three keys points are:

- the way in which the beliefs of the chosen religion address these features
- the way forward given the incongruence of the beliefs and outcomes
- an assessment of the situation if more widespread belief existed.

Atheism, Agnosticism and Hedonism should not be considered as religions in the context of this question. Humanism can be considered as a religion and indeed Christian Humanism is a well developed topic.

Examiners should read the text of answers using these headings to look for apparently religious principles that could be applied to the three headings in the question. E.g. Hedonists can care for others if it enhances their pleasure.

Indicative content

For many religions the strength of marriage is in the family where:

- there is a secure base to bring up children
- economic rights and responsibilities are held
- there is identification of the roles that have to be played
- helps with the giving and receiving of love
- people learn to live and care for others
- retains property and wealth passing through the generations
- teaches the customs and traditions of society
- cares for the old and young
- sense of belonging and identity
- provides a group which can be returned to.

For many religions the children are at the core of values:

- children are the new lives of society
- they need to be protected, safe and secure
- children have rights within the family
- children should have adequate food, medical treatment and education
- but organisations such as UNICEF address health care, diet, education, clean water but not spiritual matters.

For many religions discrimination against older people may raise the following points:

- many may say 'hope I die before I get old'
- the wisdom of elders
- the concept of the extended family
- the idea of building on previous generations
- society preoccupied with youth, beauty and material possessions
- older people may quickly lose their independence
- younger people often display negative attitudes to older people
- media portray older people as frail, helpless, victims of crime
- many older people are lonely.

Candidates selecting Christianity may include on marriage:

- common themes of marriage include permanence, procreation and loyalty
- a place providing peace of mind
- Christian marriages include '...a way of life that all should honour; and it must not be undertaken lightly, carelessly or selfishly, but reverently, responsibly and after serious thought... ...for better, for worse, for richer, for poorer, in sickness and in health... till death do us part, according to God's holy law
- beliefs that marriage (permanent relationships) is the place where sexual relationships should take place are out of line with everyday life
- marriage is based upon love which is a changing emotion
- some see marriage as a financial arrangement or as a way to continue the family line and this challenges the fidelity of marriage
- living together is a more flexible way to share time with a partner, religious (and civil) marriages include vows that are harder to walk away from.

Band 1	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will show a developed understanding of the three areas listed • they will show a developed understanding of the position of their chosen religion on these issues • they will assess the ways in which more widespread belief might help the situation • responses will be accurately written, using SPG with facility. 	44-50
Band 3	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will show an understanding of the three areas listed • they will show some understanding of the position of their chosen religion on these issues • they will make a limited assessment of the ways in which more widespread belief might help the situation • responses will be clear, making use of some specialist vocabulary and using SPG with facility. 	23-34
Band 4	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will show some understanding of the three areas listed • they will show a limited understanding of the position of their chosen religion on these issues • they will make a very limited assessment of the ways in which more widespread belief might help the situation • responses will have limited clarity, SPG will include a small number of errors. 	11-22
	<p>Recommended annotation: Intro for introduction E1, E2 and E3 for exploration of the three aspects of everyday life R1, R2, R3... for religious beliefs that address the aspects of everyday life Ass for assessment of the impact of a more widespread belief/following of the religious beliefs Conc for conclusion.</p>	

5 A capsule is to be buried that represents creativity in the early years of the twenty-first century. Space is limited within the capsule and only four of the following can be included:

- architectural plans of the 2012 Olympic stadium
- drawings of fashion designs from 2000 to 2008
- watercolour paintings of a National Park
- photographs of the Cabinet, England football team and Miss United Kingdom contestants
- sketches for a sculpture of working people to stand in Trafalgar Square
- the script of a comedy play about unemployment
- a CD containing the best selling singles by British singers and bands in 2008.

Identify and justify five criteria the selection committee might use to make their choice. On the basis of your criteria explain which four sets would be included.

[50]

Assessment Objectives				
	AO1	AO2	AO3	AO4
Marks	16	9	16	9

When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.

This question is in three parts:

- identification and justification of five criteria to be used by the committee
- naming of the four sets to be included
- application of the criteria to the four sets to be included.

Indicative content

Possible criteria for use by the committee include:

- unique nature
- contribution to early years of 21st century
- quality
- value
- representation of the early years of the 21st century
- scale of popularity in 21st century
- features likely to be lost by the time the capsule is opened.

Band 1	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • identification and a developed justification of five criteria to be used by the committee • naming of the four sets to be included • a developed application of the criteria to the four sets to be included • responses will be accurately written, using SPG with facility. 	44-50
Band 3	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • identification and a justification of five criteria to be used by the committee (two of these criteria may be weak) • naming of the four sets to be included • application of the criteria to the four sets to be included • responses will be clear, making use of some specialist vocabulary and making use of SPG with facility. 	23-34
Band 4	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • identification and a justification of three criteria to be used by the committee (one of these criteria may be weak) • naming of the four sets to be included • limited application of the criteria to the four sets to be included • responses will have limited clarity, SPG will include a small number of errors. 	11-22
	<p>Recommended annotation Intro for introduction C1, C2, C3, C4, C5 for the identification of criteria S1, S2, S3 and S4 for the naming of the sets to be included J1, J2, J3 and J4 for justification of the chosen four dev for development of points eg. for examples Conc for conclusion.</p>	

- 6 There are a number of approaches to the improvement of our creative thinking.

One approach suggests that personal creativity improves when you follow this sequence:

- have an issue or problem (called your purpose)
- think originally and generate ideas about your purpose
- widen your imaginative thinking within the scope of your purpose
- direct your thinking towards your purpose
- value only those things related to the original purpose.

Describe how this approach could be applied to a piece of creative work you have undertaken or know about.

Identify two criticisms that could be made of this approach.

[50]

Assessment objective balance				
	AO1	AO2	AO3	AO4
Marks	16	9	16	9

When marking this question use the recommended annotation, review the assessment objective performance, consult the question specific band descriptors and confirm your mark using the generic scheme.

This question has three parts:

- understanding of the approach described
- application of the approach to a piece of creative work
- identification of two criticisms of this approach.

Indicative content

Application of the models includes:

- have an issue or problem (called your purpose) eg:
this could be a reaction to a current social issue or reflection on a journey or the consequence of a piece of reading
- think originally and generate ideas about your purpose;
this could include reference to sources such as the library or internet in order to generate ideas about your purpose, as a consequence a better understanding emerges and you generate ideas that will serve your purpose
- widen your imaginative thinking within the scope of your purpose;
in this stage you develop your ideas and relax some of the thoughts that are constraining your imagination, maybe you take risks or think laterally and challenge convention
- direct your thinking towards your purpose;
this may be a time to rush ahead or to fall back as you test your creative thinking against your original purpose
- value only those things related to the original purpose;
now you put aside those great creative ideas that can be used another day and focus in on your purpose.

The model could be readily applied to the modification of a school building, the outfit for a fancy dress ball, a watercolour painting of a new favourite place, a sepia photograph of a sports day, a new sculpture for the market square, the Christmas pantomime, the DVD of someone's birthday or choice of music for a party.

Equally it could be applied to a whole range of social and political issues where creative people have a purpose eg. a film director, author, photographer or actor.

Criticisms of the approach include:

- rather mechanical
- some vague words
- not everyone works in this way
- inspiration just arrives
- tendency to see anything new as positive
- perhaps neglects current practice.

Band 1	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will use much of the model with facility • their use of the model will show a developed understanding of the models view of the creative process • they will develop two clear criticisms of the model • responses will be accurately written, using SPG with facility. 	44-50
Band 3	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will use some of the model • their use of the model will show some understanding of the models view of the creative process • they will offer two criticisms of the model • responses will be clear, making use of some specialist vocabulary and using SPG with facility. 	23-34
Band 4	<p>These answers will have four characteristics:</p> <ul style="list-style-type: none"> • they will use some of the model • their use of the model will show a limited understanding of the models view of the creative process • they will offer two limited criticisms of the model • responses will have limited clarity, SPG will include a small number of errors. 	11-22
	<p>Recommended annotation Intro for introduction M1, M2, M3 for use of the stages of the model C1, C2, C3 for stages of the creative process emerging from their use of the model Ass 1 and Ass 2 for criticisms of the model Conc for conclusion.</p>	

2966 The Social Domain 2

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

“The most important thing in the Olympic games is not to win but to take part, just as the most important thing in life is not the triumph, but the struggle. The essential thing is not to have conquered, but to have fought well.”

The Olympic Creed: Bishop Ethelbert Talbot, in a sermon preached at a service for Olympic Athletes, 1908

Source B

“I am always amazed when I hear people saying that sport creates goodwill between the nations, and that if only the common peoples of the world could meet one another at football or cricket, they would have no inclination to meet on the battlefield. Even if one didn't know from concrete examples (the 1936 Olympic Games, for instance) that international sporting contests lead to orgies of hatred, one could deduce it from general principles.

At the international level sport is frankly mimic warfare. But the significant thing is not the behaviour of the players but the attitude of the spectators: and, behind the spectators, of the nations who work themselves into furies over these absurd contests, and seriously believe—at any rate for short periods—that running, jumping and kicking a ball are tests of national virtue. As soon as strong feelings of rivalry are aroused, the notion of playing the game according to the rules always vanishes. People want to see one side on top and the other side humiliated, and they forget that victory gained through cheating is meaningless.

Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence: in other words it is war minus the shooting.”

Adapted from an essay, The Sporting Spirit by George Orwell (1946)

Source C:

“In the name of all competitors, I promise we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, committing ourselves to a sport without doping and without drugs, in the spirit of true sportsmanship, for the glory of sport and the honour of our teams.”

The Olympic Oath: written by the Baron de Coubertin, 1920, modernised [to refer to drugs and doping] for the Sydney Olympic Games, 2000

With reference to these extracts discuss how values in society have been reflected in the changing significance of sport during the last 100 years.

[50]

Indicative Content

Subsection	AO1	AO2	AO3	AO4
Question 1	10	10	20	10

1 (a) General

It is possible that candidates who are actually taught for this examination will have been prepared, in an Olympic year, for a question on sport. Accordingly this question uses three sources saying different things about sport and tracing changes in its significance from local amateur pastime to international commercial enterprise. The test for candidates will be to make a focused address to the sources and to make the links between them in order to exemplify these changes.

The range of this question is very wide, and so candidates will be differentiated partly by their ability to see the wood for the trees. It is hoped also that candidates will use their own experience and knowledge of sport – as players and spectators – to add a personal dimension to their work.

General points made by candidates may include:

- the historical range covered by the sources – from the Edwardian era to the first years of the 21st century
- reference to the fact that this range is not only chronological but covers a period during which society has changed out of all recognition
- in the light of the above we must expect that the recreations of society reflect the extent of this change
- sport as a metaphor for human behaviour is still powerful, and often resorted to by politicians and journalistic commentators
- that the changes in the significance of sport during this period coincide with the growth of professionalism in sport and its wider commercial involvement
- that professional sport has influenced the way in which amateur games are played, often for the better (in terms of training and tactics) but occasionally for the worse. In the latter case witness the unacceptable behaviour of some schoolboy footballers (and their parents) which is copied from professionals. Professional outreach into amateur sport has been a very positive development for many amateur players.

(b) Source-specific

(i) Source A

- in 1908 sport was largely amateur and recreational; games genuinely could be played for their own sake, and were
- it was also associated with (and sometimes restricted to) the upper-middle and upper classes, the public schools and Oxbridge
- professional sports (such as prize-fighting) were seen as vulgar and brutal entertainment for the masses and in any case were barely legal
- sport was held to be an expression of individual and national character – the origin of such expressions as “it’s not cricket” indicates this
- cheating at games was seen as a crime ethically equivalent to theft
- this was the era of mens sana in corpore sano – an unhealthy body almost certainly meant an unhealthy mind

- the cult of the gallant loser – a British speciality – stems from the attitude exemplified in this quotation
- sport in this era was essentially for the participants' benefit – spectators were a tiny proportion of the population, and entirely local – there were no broadcasting media to carry events beyond the stadium
- sport was seen by some as an arm of imperialism – Douglas Jardine, for example, saw his task of defeating the Australians in 1931 as more than winning a Test Cricket series
- although we may have a rose tinted view of this era we must not forget that cheating, gambling and bribery formed as significant a part of sport then as it may do now.

(ii) Source B

Although seemingly at odds with **Source A**, this source actually develops from it. **Source A** takes for granted that the way people play games says something about their characters. **Source B** develops this notion but in a different direction.

- The notion that sport provides a common ground between people is undermined by the fact that representative games become matters of national pride
- the 1936 Olympic Games were designed by Nazi Germany to attest to the superiority of the Aryan race – witness Hitler's fury at the successes of Jesse Owens
- the growth of broadcast media – radio and film at that time – means that the population at large were engaged both nationally and internationally
- parallels with war may be seen in the belligerent behaviour of supporters at eg. the World Cup of 2006
- it is easy then to equate the sporting prowess of a nation with supremacy in other matters – eg. the Soviet domination of post World War II Olympic Games, where a political regime used sport as propaganda
- when what is at stake is more than the game, cheating is inevitable – eg professional fouls and “diving” in football, ball-tampering in cricket – and the spirit of the game is compromised
- it is easy to exemplify the hatred, jealousy, boastfulness, cheating and sadism cited by Orwell
- the conflict on the field appears to act as a catharsis for most spectators, though, regrettably, an incitement to violence for a minority of them
- international sport has occasionally led to serious violence (Heysel 1985), and, involving as it does large international gatherings, has also been the background for terrorist violence (Munich 1972)
- the assumption underlying the Orwell article is that winning is the only thing that matters
- key phrase/quotation: “Serious sport has nothing to do with fair play”.

(iii) Source C

- this source echoes the idealism of **Source A** and also subverts it completely by the inclusion of the references to drugs and doping
- that athletes undertake not to cheat by taking drugs is a sign that their sportsmanship is not necessarily to be trusted
- this oath is taken by athletes wearing emblems of their nations, after they have paraded round a stadium carrying the flags of their nations – does the ceremony, and its nationalist aspects, contradict the oath in any way?

- the Olympic Games are now an industry complete with sponsorship, deals with prime time television in major countries and all the paraphernalia of an international commercial concern – much more than “the glory of the sport and the honour of the team”
- the Olympic Games are now available as a spectacle to a majority of the world’s population
- on the other hand, when the starting gun fires, the races begin and the athletes are all that matters, Olympic competitions remain some of the most exciting, involving and moving of all sporting spectacles.

Credit any other relevant points.

CONTENT-SPECIFIC DESCRIPTORS

General points:

Credit should be given throughout to candidates who link the changing significance of sport to the values in society which it reflects. Thus, increased professionalism in sport reflects the notions that

- rare talent should be richly rewarded
- high quality performance reflects dedication
- winning matters
- losers are losers – although some of them lose in such a way as to attract much affection and support – Eddie the Eagle, Eric the Eel.

Likewise, increased commercialism can be linked to the ideas that:

- value is measured by price
- sport is a commodity which must be sold if it is to be sustained
- equally, the commercialisation of sport has made available excellent facilities to young people of all social classes through sponsorship.

Similarly, the fact that sport is watched more on television than it is in stadia means that the mass/public experience of sport has changed out of all recognition in 100 years.

Band One

A Band One answer will focus on and discuss all three sources, and do so in an essay which is soundly structured and shows facility of expression.

A Band One answer will attempt to synthesise the narrative which threads through the three sources, and will structure the essay accordingly. **Source A** will be shown to exemplify “the Corinthian spirit” where sport is seen as a test of character to be passed mainly by the amateur. **Source B** will reflect a tougher, more realistic age – better-read candidates may know Orwell’s original essay and supply its original context, which was a series of football matches played by Moscow Dynamo against FA League teams which caused violence both on and off the field.
Band One (continued)

The crucial shifts between sources **A** and **B** will be seen as the greater involvement of supporters, both “live” in stadia and via extensive broadcast media, and the use of sport for political ends. Many statesmen have deplored Hitler’s behaviour at the 1936 Olympics, but not many have failed to follow his example at least to some extent.

Source C will be identified as betraying both its own spirit and that of **Source A**: the sportsmanship of athletes is distrusted to the point where an oath must be sworn to refrain from performance enhancing drugs.

The social aspects of sport will also be linked to aspects of the three sources. These would include its function as active and passive recreation, its role as a socialising agent for both participants and spectators, and the way in which it creates a variety of communities each with its own values, ethos and goals.

It is anticipated that in an Olympic year media coverage of the run up to the Games – especially given their venue in 2008 - will supply candidates with a wealth of background knowledge to inform their answers.

Candidates will therefore be faced with a problem of selection, testing further their ability to focus on the question.

At all times candidates will try to engage with the notion of “significance” – what does sport mean to the society in which it is located, and how does it reflect it?

Band Three

Band Three candidates cannot be expected to see much further than the three sources, and will offer an answer firmly based on them. **Source A** may well be placed in its context and identified as typical of its era, and most candidates may be expected to pick up the reference in **Source B** to the 1936 Olympic Games and offer some developed commentary on nationalism and sport. The significance of **Source C** and its reference to drugs will also be picked up, and it is likely that some of the more celebrated instances of drug-enhanced performance will be cited – Ben Johnson for example.

Band Three candidates should refer to all three sources, though sources **A** and **C** may well be dealt with by a straightforward “compare and contrast” with minimal development. Alternatively, **Source C** may be analysed purely as a development of **Source A**. But an acceptable Band 3 answer will need to deal with **Source B** in some detail.

Band Three will, in short, offer a general commentary, with examples on the three sources, but will probably offer limited coverage, if any, on the term “significance” in the question. Similarly, treatment of the social aspects of sport will probably be limited to one aspect – possibly the contrast between active and passive participation.

Analysis and development will be straightforward, and the essay will be written in adequately controlled prose which may lack the focus and conciseness of higher bands.

Band Four

Band Four candidates will offer an anecdotal approach that may not be very securely founded on the sources. Nor will it necessarily deal with all three of them. An answer will be acceptable in Band Four if it deals with any two of the three sources.

A brief and probably superficial historical context may be supplied for each source, and development, where it occurs will consist mainly of simple illustrative comment.

Considerable irrelevance about soccer violence, professional fouls and celebrity culture as it applies to sport may also be expected at this level.

At this level also we may expect unfocused and clumsy prose, uncontrolled punctuation or paragraphing, and flawed AO2 in the form of factual errors also.

**SUGGESTED ANNOTATION(Source) A1, A2, A3, (Source) B1, B2, B3
(Source) C1, C2, C3**

Section B

Answer ONE question from this section.

Your answer should be in the form of an essay

- 2 “University graduates are like poems or bottles of wine, and unlike cars or tins of salmon, in that you cannot decide to have more good ones. All you can decide to have is more. The delusion that there are thousands of young people about who are capable of benefiting from university training, but have somehow failed to find their way there, is a necessary component of the expansionist case. More will mean worse.”

Adapted from an article by Sir Kingsley Amis (1922 – 1995), Encounter, 1959.

In 1960 5% of school leavers went to University; by 2005 the percentage had risen to 45%.

In the light of Kingsley Amis’s prediction and his reasons for it, discuss the advantages and disadvantages of the increase in the number of university students since 1960.

[50]

Subsection	AO1	AO2	AO3	AO4
Question 2	8	8	26	8

Indicative content:

(i) General

- educational priorities and needs have changed enormously in fifty years
- one assumption underlying the Amis view is that there is something called “university education” which is somehow homogenous and immutable
- another assumption is that the 5% who went to university in 1960 were satisfied and fulfilled with what was on offer – there is much anecdotal evidence to the contrary
- the word “delusion” is loaded, and no evidence is offered to justify its use
- more will mean “different”, but it will only mean “worse” if the same criteria are applied to the 45% as to the 5%, a procedure which is manifestly unfair
- the criteria used to judge poems and bottles of wine are essentially subjective, and those used to judge cars and tins of salmon are at least partly objective – Amis is therefore not comparing like with like
- society has changed in ways which were simply not foreseen in 1960, with the result that there is a need for a highly educated workforce which did not exist then, particularly in the field of information technology
- the expansion of higher education, enormous and wide ranging as it has been, has left centres of excellence such as Oxford, Cambridge, Imperial College London and UMIST essentially unchanged
- students attending university in 1960 from state schools were overwhelmingly from grammar schools - a much larger proportion of school students now sit A Levels, thus widening participation.

(ii) Advantages of the increase:

- a greater availability and variety of higher education has had to be devised to meet the demand and universities have perhaps become more directly responsive to the needs of society
- variety and availability is also an incentive to greater participation
- more students are realising their educational potential than ever before
- society benefits from a highly educated and well trained workforce
- new degree programmes have helped to blur the unnecessary distinction between academic and vocational qualifications
- many of the skills learned in higher education are transferable and benefit those who acquire them in many unforeseen ways
- growing use of technology and IT in the workplace needs an intelligent, well trained and creative workforce
- universities have become more responsive to the needs of the society they serve – eg, the growth of biomedical sciences programmes to service the needs of the NHS
- universities have had to devise new ways of teaching their subjects to meet the needs of individual students
- the increased number of HE establishments means that local ones are available to far more students
- there are increased opportunities for employment among academic and support staff
- there is a considerable boost to the local economy and society in general.

(iii) Disadvantages of the increase:

- some degree programmes are perceived as lacking in academic rigour
- some popular degree programmes eg. media studies, are seen as being “soft” and fail to enhance the employment prospects of those who graduate in them
- in widening access, some universities have admitted students whose unsuitability has been reflected in high drop out rates at the end of the first year
- the value of a first degree has been diluted by the fact that so many people possess one
- new universities (“polyversities”) are seen as second rate, despite the fact that many of them offer vocational degrees of unique rigour and quality
- students expect to attend university as a natural extension of their school education, and may do so for reasons as trivial as peer pressure or parental expectation
- like schools, universities are now involved in league tables, which means that they need to fill programmes, maintain low drop out rates and graduation rates
- in some universities students have to be given remedial courses in writing and mathematics – some would say that this reflects their unsuitability for higher education
- universities are traditionally centres for research, but modern academics find it difficult to combine this with teaching loads which may be excessive
- the expansion of higher education has been on the whole politically inspired, and as such has as much to do with meeting manifesto promises as with meeting the real educational needs of our society
- although the government has encouraged the increase it has not funded it properly – hence student loans and cutbacks in university services as students and lecturers alike struggle to make ends meet.

Credit any other relevant points.

CONTENT-SPECIFIC LEVEL DESCRIPTORS**Band One**

These candidates will present a developed analysis of the Kingsley Amis extract which will match the part of the question “In the light of....”. They will develop a very good range of the advantages and disadvantages of the increase in numbers. Their discussion will contain significant elements of evaluation, the sophistication of which will match the complex elements in the topic.

Well-integrated AO4 is characteristic of work in this band, as is fluent and eloquent writing demonstrating clear knowledge and a developed ability to manipulate and analyse ideas.

Band Two

A Band Two answer should make significant/substantial reference to the Amis quotation.

Band Three

These answers may make passing reference to the Amis extract. They will offer an adequate range of advantages and disadvantages, although the basis of these will be anecdotal or narrative.

Their discussion will lead to a conclusion which will not necessarily be justified by its premises.

These answers will be clearly written, though there may be some uncontrolled SPG.

AO4, if present, will be anecdotal and undeveloped, and in this band we begin to see uneven focus, superficiality and a degree of misunderstanding as well as, at the lower end, some degree of incoherence in AO2.

NB Any candidate attempting **ONLY** advantages **OR** disadvantages can score no higher than **Band Three**.

Band Four

There will be a limited response from this cohort of candidates, and it is to be expected that these responses will be both brief and anecdotal, as well as lacking in development.

If we read about degrees in surfing or golf course management anywhere it will be here. The point is that there will be little attempt to demonstrate what (if anything) would be wrong with a university that offered such a course.

At this level also we may expect unfocused and clumsy prose, uncontrolled punctuation or paragraphing, and flawed AO2 in the form of factual errors also.

SUGGESTED ANNOTATION

A(dvantages)

A1, A2, A3

D(isadvantages)

D1, D2, D3

- 3 Describe **THREE** different ways in which organisations collect information about people's views and lifestyles. Assess the advantages and disadvantages to researchers of the methods you describe, and assess the likely reliability of conclusions drawn from the use of such information.

[50]

Indicative content

Subsection	AO1	AO2	AO3	AO4
Question 3	8	8	26	8

General:

It is to be hoped that candidates will select contrasting methods of harvesting information and respond accordingly. Specifically, it is hoped that they will be aware of the volume and type of information that is gathered from the use of supermarket loyalty cards (and, more recently, supermarket and other internet shopping) to record the eating, drinking, motoring and seasonal preferences of their customers.

Candidates who take up these latter references will also be in a better position to answer the second part of the question, given that only this kind of information is totally objective when compared to that elicited by other means.

It should be noted that the assessment is of advantages and disadvantages to the researchers involved ONLY.

Collecting information:

Candidates may refer to any **THREE** of the following, and **briefly** describe how they work.

- **questionnaire** – these may be done “live” in the participants’ home, distributed by post, or, increasingly, by research companies on the internet: usually the lengthiest exercise, and, in internet versions, offering alternative question pathways generated by previous responses
- **opinion poll** – either in the street, by telephone, or in the home: usually a short series of questions on a particular issue or product, of which often only the answer to the final question is published
- **focus group** – small, informal meetings in which participants discuss and opine on a variety of issues, and their opinions are recorded
- **supermarket loyalty cards** - where the participant may not be aware that the information given to the retailer is retained and used
- **internet shopping** – any goods or services bought on the internet generate a customer profile which is used by the seller (and shared with other members of the seller’s retail group) to target advertising and new products. Internet shopping is one of the major causes of junk mail.
- **survey**
- **interview**

In addition candidates may refer to: (but probably not develop)

- **the ten-yearly census conducted by the Office of National Statistics** – a compulsory exercise which gathers a variety of information
- **data collected by government** via the Inland Revenue and the National Insurance system
- **data collected and collated by Building Societies** in their monthly reports.

Credit any other relevant points.

Advantages/Disadvantages/Reliability:

For the purposes of the second part of the question, the advantages, disadvantages and reliability of the information can be assessed almost entirely on the extent to which it can be objective.

Candidates might be expected to make the following points about the three methods they have chosen.

Questionnaire:

Advantages:

- respondents have time to think
- closed questions elicit precise information
- small prizes – eg. entry in a prize draw – can be offered as an uncheckable incentive.

Disadvantages:

- respondents may answer frivolously or untruthfully
- mailshots usually come in junk mail which is often discarded
- as are internet pop-ups regarded as a nuisance
- as is spam email seeking information.

Reliability:

- the integrity of a questionnaire depends on its design, and especially in the use of questions which test (and therefore either reinforce or negate) information given in a previous answer
- electronic questionnaires are often designed to have alternative question “pathways” so that answer A will generate question-series A, answer B question-series B and so on, which will increase accuracy
- both of the above designs are liable to produce accurate information, but few questionnaires can be proof against the entirely frivolous respondent.

Opinion Poll:

Advantages:

- since these are usually done conversationally, responses are liable to be more focused
- skilled pollsters can usually obtain the information they need once the participant has agreed to take part

- using demographic information pollsters can usually construct population samples both large and various enough to reflect the population at large.

Disadvantages:

- the accuracy of the conclusions drawn from the poll may be affected by the limited size of the sample interviewed
- the tolerance levels of the poll are rarely stated, and this may lead to ambiguous conclusions
- respondents may give answers which feed their self-esteem rather than reflect their views, or they may not take the poll seriously.

Reliability:

- if the poll is conducted by social scientists working to refereed academic standards
- or as part of market research which may lead to a new product being marketed
- such polls may well be as reliable as sampled opinion can be.

Focus group**Advantages:**

- the informality of a focus group meeting, especially if it is skilfully facilitated, can lead to participants speaking with greater candour than they might to a pollster
- the detailed consideration of a small range of issues is a good “field test” for eg. a political policy or a product
- those seeking the information can design the brief very tightly, with a consequent gain in focus.

Disadvantages:

- a focus group is only as good as its facilitator, who must lead the group without appearing to steer it
- a group may be hijacked by the voluble, and its views thus distorted
- they are relatively labour intensive for the organisers and participants.

Reliability:

- if a group is carefully assembled so as to address the issue under consideration then it can produce useful information
- as with opinion polls, people may not say what they think, but rather that which will make them look sophisticated or intelligent
- if a group is dominated by a powerful arguer then the outcome will be skewed.

Supermarket loyalty cards/Internet Shopping

Because many of the points regarding these two methods coincide they may be considered together.

Advantages:

- the information is provided as a function of another activity, hence unconsciously; it can thus be treated as objective
- the information provided to internet retailers cannot be withheld if you wish to purchase – supermarket shoppers can refuse a loyalty card or not use it for purchases they may wish to conceal

- the information provided is entirely factual – it records what was purchased and when
- when collated it can provide a very accurate record of individual and family spending habits and hence a detailed commentary on their lifestyle
- reading of the information can also provide deductive information which can lead to development in the retail facilities – eg, a man shops early every Friday morning, fills his car with petrol and then eats his breakfast in the supermarket café - this could be deduced from analysis of a loyalty card
- once the internet shopping facility or loyalty card is in operation the operation is not labour intensive at all
- it enables accurate wholesaling from suppliers.

Disadvantages:

- if customers feel exploited they may withdraw their custom
- if customers feel exploited they may refuse a loyalty card which in itself is of little value to them financially.

Reliability:

- the information provided is purely factual and thus reliable
- most people have to use supermarkets, and so the information is given as a function of daily life whether we wish to share it or not
- given that the information is factual and detailed, it is possible to make detailed forecasts of how customers might react to new products or facilities, thus saving money on product development.

Credit any other relevant points.

CONTENT-SPECIFIC LEVEL DESCRIPTORS

Band One

These candidates will describe in some detail three ways in which organisations collect information about views and lifestyle. For each of the methods they will give a very good range of advantages and disadvantages.

Crucially they will provide a clear assessment of the reliability of the chosen methods.

Their answers will be well structured, using SPG with facility.

Some candidates may use a tabular layout for parts of their answer to this question, and this is acceptable.

Band Three

A Band Three answer will provide either two discrete methods only, or choose three and deal with them in lesser detail and depth, perhaps not distinguishing between types of information so clearly as a Band One answer.

Descriptions of the methods will lack detail, and the range of advantages and disadvantages will be adequate. The assessment of the reliability of the chosen methods will lack clarity and detail.

These answers will be clearly written, though there may be some uncontrolled SPG.

AO4, if present, will be anecdotal and undeveloped, and in this band we begin to see uneven focus, superficiality and a degree of misunderstanding as well as, at the lower end, some degree of incoherence in AO2.

Band Four

A Band Four answer will probably provide a disjointed commentary on a single method of gathering information, or some superficial comments on a wider range, failing possibly to differentiate between opinion polls and questionnaires, or making only vague attempts to assess reliability.

Description of the methods will be unclear, and the range of advantages and disadvantages will be limited. The assessment will lack detail and depth.

At this level also we may expect unfocused and clumsy prose, uncontrolled punctuation or paragraphing, and flawed AO2 in the form of factual errors also.

SUGGESTED ANNOTATION

Q (uestionnaire)	Q1, Q2, Q3
O (pinion) P (oll)	OP1, OP2, OP3
F (ocus) G roup)	FG1, FG2, FG3
L (oyalty card)	L1, L2, L3
Int (ernet)	Int1, Int2, Int3.

4 “We will be tough on crime and tough on the causes of crime”

[Tony Blair, then Shadow Home Secretary, in a 1992 speech]

In what ways is it possible to turn both parts of this slogan into action?

What difficulties could be involved in the attempt?

Indicative content

Subsection	AO1	AO2	AO3	AO4
Question 4	8	8	26	8

What is involved in being tough on crime?

- criminals must expect to be detected and caught in the commission of crime
- punishment must be condign and have a deterrent as well as a punitive effect
- the legal system must be balanced so that criminals may not escape their deserts on legal technicalities
- the police force must be well funded and trusted to enforce the law impartially
- recidivism should be countered with imprisonment to protect society from habitual low level crime
- common sense must not be over-ridden by political correctness
- ineffective punishments must be replaced by more effective ones, which hurt
- judges should have less discretion in the imposition of sentences
- the benefits of pleading guilty should be restricted to non-violent crime only
- remission of sentences should be earned by good behaviour, serious efforts at rehabilitation and should not be available to re-offenders
- a life sentence should be calculated on a tariff according to the offence and should carry a minimum of fifteen years imprisonment
- the financial assets of professional criminals should be used to compensate their victims
- a recognition that there is such a thing as an evil person.

What is involved in being tough on the causes of crime?

- improvements in education such that young proto-criminals can refocus their lives and gain a sense of purpose
- more effective rehabilitative treatment for drug users
- punishment for young criminals particularly should seek to rehabilitate as much as to punish and deter
- factors which pre-dispose young people towards crime – poverty, illiteracy, inadequate socialisation – need to be recognised and dealt with
- in connection with which, the demolition of high-rise sink estate and the building of better housing would be a positive step
- as would investment in local communities – in leisure and recreation especially
- significant investment in the rehabilitation of offenders via eg prison reform
- prison after-care and supervision of offenders must be effective and well financed
- benefits systems should be designed so as to offer incentives and encouragement to seek and retain employment.

What difficulties would be involved?

- there is little common ground between these two aspirations
- tough treatment of crime must be treatment which the criminals themselves see as being tough, or it will be despised as a “slap on the wrist”
- a criminal’s social background may well teach him that only punishments based on fear, deprivation and physical violence are effective; s/he may need re-educating him from this point of view
- implementation of this slogan is likely to be a prolonged and expensive process
- society needs to be protected from criminals but we wish to re-integrate them into that society which is in need of protection from them
- an effective punishment [*tough on crime*] could well alienate a career criminal yet further
- alleviating financial and social under privilege [*tough on the causes of crime*] involves investing money, time and effort in areas of society which many citizens see as undeserving, lazy or greedy
- being tough on crime will fill conventional prisons to over-flowing
- being tough on the causes of crime will require the provision of new and better funded arrangements for detention aimed at rehabilitation
- the police are often [rightly] sceptical about “do-gooders” and may *support* rehabilitative efforts *only formally*.

Credit any other relevant points.

CONTENT-SPECIFIC DESCRIPTORS**Band One**

These candidates will have and will demonstrate a very good understanding of the two phrases. They will be able to demonstrate this by referring to at least two groups from the police, the law, the judiciary, the criminals, their victims and the general public.

They will also recognise a range of difficulties in implementation. Crucially they will recognise that aims in the two phrases can be in conflict.

Better candidates in this band will recognise and comment on the fact that solutions to problems of this nature are essentially longer-term than politicians’ tenure of government.

Their answers will be well structured, using SPG with facility.

All three limbs of the question must be dealt with in a Band One answer.

Band Three

These candidates will have and will demonstrate an adequate understanding of the two phrases. They will be able to demonstrate this by referring to two groups from the police, the law, the judiciary, the criminals, their victims and the general public, though such reference may lack detail and contain anecdotal material.

They will also recognise some difficulties in implementation. They will recognise that aims in the two phrases can be in conflict, but not develop the implications of that recognition.

These answers will be clearly written, though there may be some uncontrolled SPG.

AO4, if present, will be anecdotal and undeveloped, and in this band we begin to see uneven focus, superficiality and a degree of misunderstanding as well as, at the lower end, some degree of incoherence in AO2.

All three elements of the answer should be present, although the treatment of **one** of them will be brief and lack development other than simple comment.

If question of “difficulties” not addressed then Max Band Three.

Band Four

A Band Four answer may treat only two limbs of the question.

The treatment will be superficial and anecdotal. It is likely that the candidate will offer a series of possibly un-related observations on the topic of crime varying in relevance to the question. There will be little development or analysis beyond simple, possibly simplistic, comment.

It is possible that candidates in this band will take the opportunity to offer a racist or ethnic critique both of crime and its causes, and such answers will need to be dealt with on such merits as they may possess.

An answer dealing with only two limbs of the question cannot gain a higher mark than Band Four, though an able treatment could score highly in the band.

SUGGESTED ANNOTATION

Cr(ime)

Ca(uses)

Dif(ficulties)

Cr1, Cr2, Cr3

Ca1, Ca2, Ca3

Dif1, Dif2, Dif3

2968 Culture, Science and Society: Making Connections

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

- 1 Using the source and your own views and opinions, outline and discuss why social care has such a poor status in the UK today. In your answer, refer to one cultural, one scientific and one social connection which promote this view.

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

Indicative Content

Paragraph 1

- there is confusion and puzzlement about the status of social care in the UK
- differentiation is made between the NHS and social care, the former getting better publicity and support
- social care has a massive budget and cares for a large number of people
- social care is the biggest service industry in the UK (non-profit making)
- it is a key employer
- it is as large as the NHS and is one of the largest care organisations in Europe.

Paragraph 2

- social care is not free; it is means-tested (unlike the NHS which is essentially free)
- staff are undervalued and underpaid; comparisons are made between them and supermarket workers
- social work is constantly criticised viciously by the press and public
- it is the only profession that addresses cultural and social change at grass-roots level.

Paragraph 3

- social care staff do not share the same glamour and status as medical workers
- they are afforded none of the hi-tech equipment and are given high profile press coverage, only when things go wrong.

Paragraph 4

- social care workers are addressing problems involving groups of people who are truly undervalued and forgotten in society, the 'so-called' second class citizens like drug users and the homeless.

Paragraph 5

- social care is for 'them' not 'us'. Most people wish to be disassociated with this group in society.

Connections

The passage offers some prompts to access connections from one of the domains. There is a clear invitation to explore personal experience, though candidates may refer to well-publicised and reported case studies to supplement their own ideas.

Cultural

- care for minority groups with language difficulties or inherited illness is seen as a waste of resources
- social care for foreign nationals can be seen as an immigration issue in some people's view
- a lack of acknowledgement that social care is an inherent part of every culture on earth, not just the UK – people try to ignore its existence
- the socially needy are seen as 'charity cases' and are treated with disrespect and pity.

Scientific

- many of the areas of focus in social care cannot be 'cured'; the scientific or empirical solution does not exist and therefore many issues are judged negatively
- caring takes up specialist medical time (some professionals not seeing it as medical) – the time could be better spent on more worthy cases where there is a cure
- despite the time and money spent on research into solving some social care issues, little progress has been made
- mental illness is probably the biggest medical problem in the UK today but its status in society is low because psychology and psychiatry are seen as 'problems' which have lower status than common killers such as cancer and heart disease.

Social

- a tendency to focus on specific groups according to social class, income, at the expense of other groups who need support and encouragement – the idea that the many pay for the few
- care is non-productive/profit making and therefore is given low priority, as are the employees involved in caring
- it has been proven that poor social care – through a broken home or disrupted childhood – has a direct link to crime but there is little done to alleviate this position
- many members of society feel that the adversity that socially deprived people face is self-inflicted and therefore 'don't want to know'
- despite the posturing and promises of politicians (particularly leading up to a General Election) social care continues to be a major problem in the UK
- there is a feeling that the 'wrong' people are taking money out of the system, money which has been earned by workers and paid into the state purse.

Band 1	These candidates will outline and discuss the poor status of social care clearly and succinctly (AO1), supporting their response with clear examples from actuality, referring to more than one area of care (AO3). They will make connections between aspects of the domains and the negative view with which social care is regarded, including one example from each domain. They will use their own experience to inform their answer (AO4). The standard of communication will be high, adding to the overall quality of the essay (AO2).	41 – 50
Band 3	These candidates will provide weak explanation and some evidence about the poor status of social care (AO1) but the analysis will be thin and examples will be less focused (AO3). There will be an absence of clear connections being made and an absence of personal involvement or experience offered (AO4). Though there will be some clarity, there will be weaknesses in communication noted throughout the essay (AO2).	21 – 30
Band 4	These candidates will fail to inform in any detail (AO1) or analyse their response, simply listing ideas, with limited structure (AO3). Ideas will be mostly taken directly from the source without any extension or discussion (AO4). Communication will be poor with many errors evident which may affect the overall meaning of some ideas (AO2).	11 – 20
Annotation	Intro; S+ = positive status point; S- = negative status point; Cul/Sci/Soc = Domain connection Conc. = conclusion.	

- 2 Identify and explain one cultural, one scientific, and one social measure that might be taken in order to deal with the potential consequences of global warming and climate change. Use the source and any of your own ideas and experiences to inform your answer. [50]

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

Indicative Content

The source covers the following themes:

- extreme weather caused by changing sea water temperatures – hurricanes, typhoons, tsunamis
- increased deaths due to heat and the proliferation of disease by insects
- the diminution of wildlife, the extinction of species
- flooding due to high sea levels
- increasing numbers of droughts and failed crops, but more further a field than the usual territories.

Examiners should expect to see a broad variety of measures offered on this widely covered topic in the curriculum. Here are a few examples:

Cultural measures include:

- upbringing and education, promoting 'new' ways for the future of the earth
- changing beliefs and values to favour conservation across all cultures
- using the media and communication to prepare and warn for the onset of changes
- a personal response to Global Warming.

Scientific measures include:

- changing attitudes to waste and pollution
- researching and using new fuels (renewable resources)
- conservation and protection schemes of all manners.

Social measures include:

- changes in world governments' policies (like the Kyoto Agreement)
- demonstrations and protesting
- population control.

Note: The question does not ask for a definition of Global warming. Whilst reference to elements of the phenomenon may be required in order to develop ideas, long-winded and protracted descriptions will only serve to place the essay in the middle band.

Band 1	These candidates will identify and explain three measures, one from each domain, clearly and succinctly (AO1), supporting their response with examples with perhaps some reference to success criteria (AO3). They may well use their own experience and broader studies to inform their answer (AO4). The standard of communication will be high, adding to the overall quality of the essay (AO2).	41 – 50
Band 3	These candidates look at one measure more clearly than the others (AO1) without depth in analysis and development of ideas (AO3). Examples will be less focused and without any extension or real connections made (AO4). Though clear, there will be weaknesses in communication (AO2).	21 – 30
Band 4	These candidates will fail to outline many valid ideas or information (AO1) and analysis in their responses will be weak with a simple list of ideas, perhaps with over-emphasis on scientific description (AO3). There will be few, if any, connections made (AO4). There will be evidence of limited structure and poor communication (AO2).	11 – 20
Annotation	Intro; Cul/Sci/Soc = measures ; Concl. = conclusion .	

Grade Thresholds

Advanced GCE General Studies (3831/7831)
June 2008 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
2961	Raw	100	71	64	57	50	44	0
	UMS	90	72	63	54	45	36	0
2962	Raw	100	63	56	49	42	35	0
	UMS	90	72	63	54	45	36	0
2963	Raw	90	69	61	54	47	40	0
	UMS	90	72	63	54	45	36	0
2964	Raw	100	69	62	55	48	42	0
	UMS	120	96	84	72	60	48	0
2965	Raw	100	72	64	57	50	43	0
	UMS	90	72	63	54	45	36	0
2966	Raw	100	67	60	53	47	41	0
	UMS	90	72	63	54	45	36	0
2967	Raw	90	68	61	54	47	41	0
	UMS	90	72	63	54	45	36	0
2968	Raw	100	64	58	53	48	43	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

Overall threshold marks in UMS (ie 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	8.3	22.7	43.0	65.1	83.0	100	25224
7831	9.4	27.6	53.2	78.1	94.3	100	15003

40227 candidates aggregated this series.

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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