



ADVANCED GCE

GENERAL STUDIES

The Social Domain 2 (Coursework)

2967/RB

RESOURCE BOOKLET

To be opened on receipt

JUNE 2009



INSTRUCTIONS

- Assignment Themes: 'Ideologies and Values'
'Explanation and Evaluation of Human Behaviour'
'The Relationship between Law, Culture and Ethics'
- This booklet contains guidance on the production of a key skills portfolio of evidence. Suggested recording sheets are also included.
- This document consists of **20** pages. Any blank pages are indicated.

Production of a Key Skills Portfolio of evidence

Candidates entering Unit 2963 The Scientific Domain (Coursework) or Unit 2967 The Social Domain 2 (Coursework) may use the coursework produced as a source of evidence for key skills.

The assignment brief for Unit 2967 is detailed in question paper 2967/AS. Guidance for teachers is contained in 2967/IT.

The planning, preparation and execution of the assignment offers candidates the opportunity to produce portfolio evidence for all parts of all six key skills (Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving) at levels 2 or 3.

The assignment brief has been drawn up with all six key skills in mind, but the extent to which evidence is generated will depend upon the approach followed by the individual candidate. The assignments are not intended to produce forced opportunities for the demonstration of key skills, but to provide freedom and scope for candidates to develop their individual portfolios of evidence.

Teachers should note that in certain areas (eg Communication) it may be necessary to organise some form of group activity in order to meet the key skills requirements.

Centres are also reminded that teachers may be required to authenticate candidates' submissions for key skills purposes, in particular for Information Technology.

Centres are advised to retain securely copies of candidates' individual assignments if it is intended to use them as key skills evidence.

Teachers are advised to refer to the key skills specifications for detailed guidance on assessment of key skills. Appendix A of the OCR GCE General Studies (3831/7831) specification also provides guidance on incorporating key skills in the General Studies teaching programme.

The attached recording sheets are designed to assist candidates to track their own progress. Recording sheets are provided for each of the generic key skills (Communication, Application of Number and Information Technology) at both levels 2 and 3. Recording sheets for the wider key skills (Working with Others, Improving Own Learning and Performance and Problem Solving) are provided at level 3.

These recording sheets are designed to be used with the key skills units specified in 2004. Centres should ensure that evidence submitted for key skills certification has been assessed against the current Key Skills specification.

**Summary of Key Skills portfolio evidence
Communication Level 2**

| | |
|----------------|----------------------|
| Centre Number: | Candidate Number: |
| Centre Name: | Candidate Name: |
| Date: | Candidate Signature: |

| <i>Candidate to enter</i> | | |
|--|---|--|
| <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> | |
| C2.1a Contribute to a group discussion about a straightforward topic | | |
| Description of topic discussed | | |
| Number and description of participants | | |
| Make clear and relevant contribution | | |
| Listen and respond appropriately to others | | |
| Awareness of other speakers' intentions | | |
| Keep the discussion going | | |
| Help to move the discussion forward | | |
| C2.1b Give a talk about a straightforward subject, using an image (5–6 minutes) | | |
| Subject of talk | | |
| Talk is clearly structured | | |
| Image used | | |
| Appropriate language used | | |
| Speaking clearly | | |
| Keeping to the subject | | |
| Using image to make points | | |
| Evidence people could follow the talk | | |
| Witness statements | | |

| <i>Candidate to enter</i> | | |
|---|---|--|
| <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> | |
| C2.2 Read and summarise information from two extended documents (at least 500 words each) | | |
| Can locate and select texts | | |
| Different reading strategies used | | |
| Material selected and read | | |
| Lines of reasoning identified | | |
| Main points from text | | |
| Main points from images | | |
| Summary of information | | |
| C2.3 Write two different types of documents about straightforward subjects, one of which must be at least 500 words long | | |
| Write extended document including image (3 or more pages) | | |
| Present information in relevant form | | |
| Structure writing to suit purpose | | |
| Appropriate style of writing | | |
| Ensure text is legible | | |
| Spelling, punctuation and grammar accurate | | |
| Meaning is clear | | |

**Summary of Key Skills portfolio evidence
Communication Level 3**

| | |
|----------------|----------------------|
| Centre Number: | Candidate Number: |
| Centre Name: | Candidate Name: |
| Date: | Candidate Signature: |

| <i>Candidate to enter</i> | | |
|---|---|--|
| <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> | |
| C3.1a Contribute to a group discussion about a complex subject | | |
| Description of complex topic discussed | | |
| Number and description of participants | | |
| Make clear and relevant contributions | | |
| Listen and respond sensitively to others | | |
| Develop points and ideas | | |
| Create opportunities for others to contribute | | |
| Shows awareness that others may have opinions and ideas which may be different from their own | | |
| Conclusion of the discussion | | |
| C3.1b Give a talk about a straightforward subject, using an image (5–6 minutes) | | |
| Title of the presentation | | |
| Size and description of audience | | |
| Notes and illustrations available | | |
| Availability of witness statements | | |
| Speaking clearly on complex matters | | |
| Adapt style to suit purpose | | |
| Adapt style to suit subject | | |
| Invite and respond to audience participation | | |
| Adapt style to suit audience | | |

| | <i>Candidate to enter</i> | |
|---|---|---|
| | <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> |
| Adapt style to suit situation | | |
| Structure the sequence so that it is easy to follow | | |
| Use a range of techniques to engage the audience | | |
| Use images effectively | | |
| Could the audience follow the presentation? | | |
| C3.2 Read and synthesise information from two extended documents (each at least 1000 words) about a complex subject (one document should include at least one image) | | |
| Select and read material | | |
| Identify accurately and compare lines of reasoning | | |
| Identify the main points from text and images | | |
| Synthesise key information | | |
| Include your own interpretation | | |
| C3.3 Write two different types of documents about complex subjects, one of which must be at least 1000 words long | | |
| Description of complex subject | | |
| Abstract or sensitive issues considered | | |
| Write an extended document including one image | | |
| Select and use appropriate form and style of writing | | |
| Organise relevant information clearly and coherently | | |
| Use specialist vocabulary where appropriate | | |
| Ensure text is legible | | |
| Accurate spelling, punctuation and grammar | | |

Summary of Key Skills portfolio evidence
Application of number Level 2

| | |
|----------------|----------------------|
| Centre Number: | Candidate Number: |
| Centre Name: | Candidate Name: |
| Date: | Candidate Signature: |

Carry through at least **one** activity that includes straightforward tasks for N2.1, 2.2, 2.3. Candidates should be able to work **with** and **without** a calculator.

| | <i>Candidate to enter</i> | |
|--|---|---|
| | <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> |
| N2.1 Interpret information from two different sources, including material containing a graph | | |
| Description of straightforward activity | | |
| Source containing a graph | | |
| Choose how to obtain information | | |
| Obtain the relevant information: Source 1 | | |
| Obtain the relevant information: Source 2 | | |
| Select methods to achieve results needed | | |
| Copies of source materials | | |
| N2.2 Carry out calculations involving two or more steps, showing methods and levels of accuracy | | |
| Describe data set of more than 20 items | | |
| Calculate amounts or sizes | | |
| Calculate scales or proportions | | |
| Handle statistics | | |
| Use formulae | | |
| Show methods | | |
| Show levels of accuracy | | |
| Check methods | | |

| | <i>Candidate to enter</i> | |
|--|---|---|
| | <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> |
| Correct errors | | |
| Check results make sense | | |
| N2.3 Interpret the results of calculations and present findings | | |
| Use at least one graph | | |
| Use at least one chart | | |
| Use at least one diagram | | |
| Select ways to present findings | | |
| Present findings, using a chart, graph or diagram | | |
| Describe methods used | | |
| Explain how results meet your purpose | | |

Summary of Key Skills portfolio evidence
Application of number Level 3

| | |
|----------------|----------------------|
| Centre Number: | Candidate Number: |
| Centre Name: | Candidate Name: |
| Date: | Candidate Signature: |

Candidates should be able to work **with** and **without** a calculator.

| | <i>Candidate to enter</i> | |
|---|---|---|
| | <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> |
| N3.1 Plan and interpret information from two different sources, including a large data set (over 50 items) | | |
| Purpose of activity: formulate question | | |
| Source 1 (including large data set) | | |
| Source 2 (e.g. graphical, printed, direct measurement) | | |
| Plan how to obtain information to meet purpose (e.g. sequence of tasks) | | |
| Plan how to use information | | |
| Obtain relevant information | | |
| Note expected problems | | |
| Choose appropriate methods for obtaining results | | |
| Justify choice of method | | |
| N3.2 Carry out multi-stage calculations to appropriate level of accuracy showing methods | | |
| Amounts or sizes | | |
| Scales or proportions | | |
| Handling statistics | | |
| Rearranging and using formulae | | |
| At least two stage calculations | | |
| Checking results for errors | | |
| Working with large data set | | |

| <i>Candidate to enter</i> | | |
|--|---|--|
| <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> | |
| N3.3 Interpreting results | | |
| Select method of presentation | | |
| Justify method of presentation (strengths and weaknesses of activities) | | |
| Present findings effectively in two different ways using charts, graphs or diagrams | | |
| Explain how results of calculations relate to purpose | | |
| Assess accuracy, approximation and scales of error | | |
| Use at least one graph | | |
| Use at least one chart | | |
| Use at least one diagram | | |

**Summary of Key Skills portfolio evidence
Information Technology Level 2**

| | |
|----------------|----------------------|
| Centre Number: | Candidate Number: |
| Centre Name: | Candidate Name: |
| Date: | Candidate Signature: |

| <i>Candidate to enter</i> | | |
|---|---|--|
| <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> | |
| IT2.1 Search for and select information for two different purposes | | |
| Describe Purpose 1 | | |
| Identify information needed (P1) | | |
| Identify suitable sources (P1) | | |
| Carry out effective searches (P1) | | |
| Select relevant information (P1) | | |
| Search records included (P1) | | |
| Use of multi-criteria for searching (P1) | | |
| Note of sources used (P1) | | |
| Describe Purpose 2 | | |
| Identify information needed (P2) | | |
| Identify suitable sources (P2) | | |
| Carry out effective searches (P2) | | |
| Select relevant information (P2) | | |
| Search records included (P2) | | |
| Use of multi-criteria for searching (P2) | | |
| Note of sources used (P2) | | |

| <i>Candidate to enter</i> | | |
|--|---|--|
| <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> | |
| IT2.2 Explore and develop information and derive new information for two purposes | | |
| Enter and bring together information (P1) | | |
| Check helpful format (P1) | | |
| Explore information (P1) | | |
| Develop information (P1) | | |
| Derive new information (P1) | | |
| Enter and bring together information (P2) | | |
| Check helpful format (P2) | | |
| Explore information (P2) | | |
| Develop information (P2) | | |
| Derive new information (P2) | | |
| IT2.3 Present combined information for two different purposes | | |
| One example of text | | |
| One example of images | | |
| One example of numbers | | |
| Select appropriate layout | | |
| Use appropriate layout | | |
| Combine information | | |
| Check accuracy | | |
| Check clarity | | |
| Save your work | | |

**Summary of Key Skills portfolio evidence
Information Technology Level 3**

| | |
|----------------|----------------------|
| Centre Number: | Candidate Number: |
| Centre Name: | Candidate Name: |
| Date: | Candidate Signature: |

You need to plan and carry through **one** substantial activity to include IT3.1, 3.2 and 3.3.

| <i>Candidate to enter</i> | | |
|--|---|---|
| | <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> |
| IT3.1 Plan and use different sources to search for, and select, information required for two different purposes | | |
| Describe the purpose of the activity | | |
| Plan how to obtain information | | |
| Plan how to use the information | | |
| Choose appropriate sources for finding information | | |
| Name the sources | | |
| Choose appropriate techniques for finding information | | |
| Carry out effective searches | | |
| Describe scope of searches | | |
| Make selection based on judgements of relevance and quality | | |
| Include printout of sources | | |
| Assess the quality of sources | | |

| <i>Candidate to enter</i> | | |
|--|---|--|
| <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> | |
| IT3.2 Explore, develop and exchange information and derive new information to meet two different purposes | | |
| Enter and bring together information in a consistent form | | |
| Use automated routines where appropriate | | |
| Provide evidence of use of software features to improve efficiency | | |
| Create structures and procedures to explore information | | |
| Create structures and procedures to develop information | | |
| Use effective methods of exchanging information | | |
| Provide evidence of use of email with attachments | | |
| IT3.3 Present information from different sources for two different purposes and audiences | | |
| Include one example of text | | |
| Include one example of images | | |
| Include one example of numbers | | |
| Develop the structure and content of your presentation | | |
| Use the views of others to guide refinements | | |
| Include witness statements of views | | |
| Use format and style that suits your purpose | | |
| Use format and style that suits your audience | | |
| Present information effectively | | |
| Ensure accuracy | | |
| Ensure presentation makes sense | | |

Summary of Key Skills portfolio evidence
Working with others Level 3

| | |
|----------------|----------------------|
| Centre Number: | Candidate Number: |
| Centre Name: | Candidate Name: |
| Date: | Candidate Signature: |

Provide at least **one** example of meeting the standard of WO3.1, 3.2 and 3.3.

| <i>Candidate to enter</i> | | |
|--|---|---|
| | <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> |
| WO3.1 Plan complex activity with others, agreeing objectives, responsibilities and working arrangements | | |
| Description of one to one situation | | |
| Description of group working situation | | |
| Number and description of group members | | |
| Agreement on objectives of working together | | |
| Agree action to achieve objectives | | |
| Exchange information based upon evidence | | |
| Agree responsibilities | | |
| Provide at least one example of meeting the standard to include work in a group or team situation | | |
| Agree working arrangements | | |
| WO3.2 Seek to establish and maintain co-operative working relationships | | |
| State extended period of time | | |
| State your responsibilities | | |
| State responsibilities of others | | |
| Organise tasks to be effective | | |
| Carry out your tasks to be effective | | |
| Produce and check on quality of your work | | |

| | <i>Candidate to enter</i> | |
|--|---|---|
| | <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> |
| Maintain co-operative working | | |
| Agreement on ways to overcome difficulties | | |
| Agree changes to achieve objectives | | |
| Exchange accurate information on progress | | |
| WO3.3 Review work with others and agree ways to improve collaborative working in future | | |
| Agree extent to which work with others has been successful | | |
| Agree objectives that have been met | | |
| Identify factors influencing outcome | | |
| Agree ways for improvement in future | | |

Summary of Key Skills portfolio evidence
Improving Own Learning and Performance Level 3

| | |
|----------------|----------------------|
| Centre Number: | Candidate Number: |
| Centre Name: | Candidate Name: |
| Date: | Candidate Signature: |

Provide at least **one** substantial example of meeting the standard of LP3.1, 3.2 and 3.3.

| <i>Candidate to enter</i> | | |
|--|---|--|
| <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> | |
| LP3.1 Agree targets and plan how these will be met over an extended period of time, using support of appropriate person | | |
| State time period of targets | | |
| Develop individual learning plan | | |
| Name supporting people | | |
| State targets | | |
| Ways to achieve information to meet targets | | |
| Identify factors affecting plans | | |
| Agree realistic targets with appropriate people | | |
| Agree use of support to meet targets | | |
| State possible difficulties | | |
| List alternative action plans | | |
| LP3.2 Take responsibility for your plan, seek feedback and support | | |
| Study of a complex subject | | |
| Learning through complex practical activity | | |
| Evidence of independent learning | | |
| Time management plan | | |
| Revisions to time management plan | | |

| | <i>Candidate to enter</i> | |
|--|---|---|
| | <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> |
| Use of feedback to help meet targets | | |
| Evidence of adaptation to meet new demands | | |
| LP3.3 Review progress on two occasions, establish evidence of achievements and how you have learned | | |
| Information on your learning | | |
| Provide at least one substantial example covering at least three different targets | | |
| Factors affecting your learning | | |
| Identify targets met (Review 1) | | |
| Information and evidence of your achievements (Review 1) | | |
| Exchange of view with appropriate people (Review 1) | | |
| Agree ways to further improvements (Review 1) | | |
| Identify targets met (Review 2) | | |
| Information and evidence of your achievements (Review 2) | | |
| Exchange of view with appropriate people (Review 2) | | |
| Agree ways to further improvements (Review 2) | | |
| Show awareness of at least two different ways of learning to improve performance | | |

Summary of Key Skills portfolio evidence
Problem Solving Level 3

| | |
|----------------|----------------------|
| Centre Number: | Candidate Number: |
| Centre Name: | Candidate Name: |
| Date: | Candidate Signature: |

Provide at least **one** example of meeting the standards of PS3.1, 3.2 and 3.3.

| <i>Candidate to enter</i> | | |
|--|---|---|
| | <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> |
| PS3.1 Explore a complex problem, come up with three options for solving it, justify selected option | | |
| Description of complex problem | | |
| Exploration of the problem | | |
| Analysing features of the problem | | |
| Agree how to show success in solving problem | | |
| Option 1 for solution | | |
| Option 2 for solution | | |
| Option 3 for solution | | |
| Compare solutions | | |
| Assess risk factors | | |
| Selected option | | |
| Justification of selection | | |

| <i>Candidate to enter</i> | | |
|--|---|---|
| | <i>Portfolio Reference/ Page number</i> | <i>Comment Brief description of how this was achieved</i> |
| PS3.2 Plan and implement at least one option for solving problem, review progress, revise approach as necessary | | |
| Plan to carry out chosen solution | | |
| Obtain agreement of appropriate person | | |
| Implement plan | | |
| Use the support of others | | |
| Obtain feedback from others | | |
| Review progress towards solution | | |
| Revise approach as necessary | | |
| PS3.3 Apply agreed methods to check if problem solved, describe results and review approach to problem solving | | |
| Agree with appropriate person methods of checking | | |
| Apply checking methods accurately | | |
| Draw conclusions | | |
| Describe results | | |
| Review approach used | | |
| Consider whether alternative methods might have been effective | | |

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