

General Studies

Advanced GCE A2 H479

Advanced Subsidiary GCE AS H079

Mark Schemes for the Units

January 2010

HX79/MS/R/10J

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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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Assessment Objectives

AO1 Demonstrate Knowledge and Understanding

- Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines;

AO2 Analysis and Evaluation

- Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data concepts and opinions;

AO3 Understanding Knowledge

- Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations;

AO4 Communication

- Communicate clearly and accurately in a concise, logical and relevant way.

F731 The Cultural and Social Domains

Guidance for Examiners

Do not use ticks in Section B and D. It is essential that your annotations show clearly why marks have been awarded or withheld – your team leader will assess your annotation as well as your accuracy.

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 OR
Key	written beside an underlined choice or key phrase
Rubric	rubric infringement
D	description
R	reason
Rep	repetition, often of the question
Ev	evaluation

Stages to an essay mark

Read and annotate **fully** the candidate's response, using any question specific annotations agreed at Standardisation

Review your annotation, and then consider in which level the answer is located.

Consider its position within the level and a possible mark.

Fine tune the mark by considering the Assessment Objectives.

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

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

You may make comments additional to the AO statements but **NOT** instead of them. Such comments must be positive and specific, eg *excellent use of specialist knowledge AO1, notable for clarity and elegance AO4, some unusual egs well developed, well integrated AO2, the inclusion of personal experience and different perspectives AO3.*

Enter the final mark in a circle.

If bullet points are used where continuous prose is asked for, a maximum of Level 3 is available.

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 30

AO1	Level descriptor	Marks
	<i>The candidate demonstrates the following abilities where appropriate to:</i>	
Level 5	<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; 	8
Level 4	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge; show understanding of the concepts involved; 	6-7
Level 3	<ul style="list-style-type: none"> select, use and integrate a range of relevant knowledge; show an adequate understanding of the concepts involved; 	4-5
Level 2	<ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge; show a modest understanding of the concepts involved; 	2-3
Level 1	<ul style="list-style-type: none"> select, use and integrate some knowledge which may not be accurate; show a restricted understanding of the concepts involved. 	1
AO2	Level Descriptor	Marks
	<i>The candidate demonstrates the following abilities where appropriate to:</i>	
Level 5	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluate them appropriately; use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence; 	9-10
Level 4	<ul style="list-style-type: none"> interpret and analyse issues and problems and evaluate them competently; use evidence to develop reasoned arguments and draw conclusions on the evidence; 	7-8
Level 3	<ul style="list-style-type: none"> undertake some interpretation and analysis of issues and problems and make a superficial evaluation; use evidence to develop arguments and draw limited conclusions; 	5-6
Level 2	<ul style="list-style-type: none"> demonstrate limited interpretation and analysis of issues and problems with limited evaluation; use evidence to develop limited arguments and draw limited conclusions; 	3-4
Level 1	<ul style="list-style-type: none"> demonstrate poor interpretation and analysis of issues, problems and evaluation; recognise arguments and conclusion. 	1-2

AO3	Level descriptor	Marks
	<i>The candidate demonstrates the following abilities where appropriate to:</i>	
Level 4	<ul style="list-style-type: none"> demonstrate very good awareness of the differences between types of knowledge; have a very good appreciation of the strengths and limitation of the different types of knowledge; 	4
Level 3	<ul style="list-style-type: none"> demonstrate good awareness of the differences between types of knowledge; have a good appreciation of the strengths and limitations of the different types of knowledge; 	3
Level 2	<ul style="list-style-type: none"> demonstrate awareness of the differences between types of knowledge; have an appreciation of the strengths and limitations of the difference types of knowledge; 	2
Level 1	<ul style="list-style-type: none"> demonstrate a restricted awareness of the differences between types of knowledge; have little appreciation of the strengths and limitations of the different types of technology. 	1
AO4	Level descriptor	Marks
	<i>The candidate demonstrates the following abilities where appropriate to:</i>	
Level 5	<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; 	8
Level 4	<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 accuracy and facility; 	6-7
Level 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; 	4-5
Level 2	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary; use some rules of grammar, punctuation and spelling; 	2-3
Level 1	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms; use poor grammar and punctuation, and inaccurate spelling. 	1

Section A: The Cultural Domain

Answer all parts of the question in this section concerning the growth of blogging.

- 1 (a) Briefly explain what the author means by the following phrases:
- (i) **‘often incoherent and frequently biased’ [line 1]** [3]
The author is offering an overall opinion of blogs suggesting that they are unclear to read [1] with perhaps some inarticulate language [1] or ambiguity[1]. Blogs also tend to be one-sided [1] and failing to view the wider issues[1].
- (ii) **‘new kid on the media block’ [line 4]** [3]
Fresh [1], young [1], brash [1], streetwise [1], way of presenting news [1] becoming part of a range of communication vehicles [1].
- (iii) **‘unmediated and dynamic quality’ [line 9]** [3]
The attraction of blogs is their free [1] and unregulated/unmonitored nature[1]. They are able to go direct to the reader [1] without interference from an editor [1]. The blog has an exciting/changing/spontaneous effect [1].
- (iv) **‘alternative perspective, first-person experiences’ [lines 22-23].** [3]
Blogs offer a new way of looking at the news and presenting the news [1] without the bounds of press traditions [1]. The reader is effectively communicating directly with the writer [1] and can respond to their work [1] making this a dialogue [1].

The phrases consist of **two** parts. **One** mark should be awarded for an explanation of each part of the phrase, and **one** mark available for clarity in communication.

- (b) **Outline two advantages and two disadvantages of blogs as compared to conventional forms of journalism.** [8]

The **advantages** of blogs:

- a person is potentially better informed and this can only be good for the long-term health of our societies
- blogs have the potential to help to develop stronger relationships and brand loyalty with readers, as they interact with the ‘human face’ of the author through blogs
- blogs, in an intranet environment, can be an excellent way of sharing knowledge and getting feedback
- blogs can be a positive way of getting feedback, and keeping your finger on the pulse, as readers react to certain pieces, suggest story ideas, etc
- blogs can build the profile of the writer, showcasing talent and expertise
- blogs allow the writer to say what they please in whatever language they wish
- a person can respond as quickly as they like without the constraints of the journalism establishment.

The **disadvantages** of blogs are:

- most people don't have very much to say that's interesting, and/or are unable to write down their ideas in a compelling and clear manner
- people who have most time to write have least to say, and the people who have most to say don't have enough time to write it. Thus, the real expertise remains hidden, as you get drowned in trivia
- like practically everything else on the Web, blogs are easy to start and hard to maintain. Writing coherently is one of the most difficult and time-consuming tasks for a human being to undertake. So, far from blogs being a cheap strategy, they are a very expensive one, in that they eat up time. As a result, many blogs are not updated, thus damaging rather than enhancing the reputation of the writer
- the average customer prefers it if the blog they are reading is at least somewhat coherent
- blogs, being an unregulated medium, can lead to lack of credibility and authority.

Examiners may see alternative answers offered by candidates and should use their professional judgement in the awarding of marks. Award **one** mark for each advantage or disadvantage with **one** further mark available for a supporting statement.

(c) Explain why there may be 'a growing dissatisfaction or distrust of news provided by large media conglomerates.' [lines 24-25]

[10]

Possible reasons for 'a growing dissatisfaction or distrust of news provided by large media conglomerates' include:

- self regulation and excessive power wielded by a small number of individuals
- lack of accountability for actions taken and news stories covered
- pressure on government of non-elected self interest groups
- wealth to print speculative stories, invade privacy, pay modest fines and print retractions in small type on inside pages
- need to sell newspapers by creating news and misleading headlines
- media scandals, fake photographs and selective editing.

Examiners may see other suggestions by candidates and should use their professional judgement in awarding marks. Examiners should note that the emphasis is on **explanation** rather than interpretation of the phrase.

Max 10 marks:

- Level 5** A very good explanation of the 'growing dissatisfaction or distrust' of news provided by 'large media conglomerates'. To be considered very good the explanation must be supported with relevant evidence congruent to the phrase **[9-10]**
- Level 4** A good explanation of the 'growing dissatisfaction or distrust' of news provided by 'large media conglomerates'. To be considered good the explanation must have some developed support congruent to the phrase **[7-8]**
- Level 3** An adequate explanation of the 'growing dissatisfaction or distrust' of news provided by 'large media conglomerates'. To be considered adequate the explanation must be clearly linked to the phrase **[5-6]**
- Level 2** A limited explanation of the 'growing dissatisfaction or distrust' of news provided by 'large media conglomerates'. To be considered limited the explanation will be unclear or insecure in its connection to the phrase. **[3-4]**
- Level 1** A restricted explanation of the 'growing dissatisfaction or distrust' of news provided by 'large media conglomerates'. To be considered restricted the explanation will be fragmentary or lack connection to the phrase. **[1-2]**

Section B: The Cultural Domain

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

- 2 People often talk about trusting their instincts. Outline and discuss one positive and one negative outcome of people trusting their instincts in everyday life.

[30]

This question involves candidates:

- understanding the phrase ‘trusting their instincts’
- giving one positive outcome of people trusting their instincts
- giving one negative outcome of people trusting their instincts.

Indicative Content

Features of actions based upon trusting instincts include:

- may be made without analysis of the situation
- can occur in many contexts
- propensity for this action varies between people
- outcomes retain an element of risk
- feelings and previous experience may trigger particular instinctive reaction
- such action usually decreases with age
- instinct may be a function of one’s openness to self and others.

Positive outcomes could include:

- successful offer of friendship to a stranger
- financial investment in an activity carrying risk
- forgiveness for a wrong done to you by another
- reward following unsolicited or non contracted hard work
- confession of thought to a counsellor.

Negative outcomes could include:

- exploitation by a trusted partner
- financial losses due to investment falls or fraud
- rejection of offers given to another
- purchase of under performing product
- revelations of a personal nature.

There are many other examples and examiners will be able to recognise them as meeting positive or negative criteria. Candidates may well choose to discuss ‘outcomes’ in terms of wider or longer-term consequences, rather than in terms of specific situations/examples.

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are ‘borderline’ should be awarded the lowest mark in the level.

Level 5 – These candidates will show a very good understanding of the concept of trusting their instincts (AO1). They will develop an analysis which shows very good understanding of the ideas of positive and negative outcomes (AO2). There will be evidence supported by individual experience or exploration of the terms used such as positive and negative (AO3). The extended writing will be well structured, using appropriate language with facility (AO4).	25-30
Level 4 – These candidates will show a good understanding of the concept of trusting their instincts (AO1). They will develop an analysis which shows good understanding of the ideas of positive and negative outcomes (AO2). There will be some evidence supported by individual experience or exploration of the terms used such as positive and negative (AO3). The extended writing will be structured and clear, using appropriate language (AO4).	19-24
Level 3 – These candidates will show an adequate understanding of the concept of trusting their instincts (AO1). Their descriptions will show adequate understanding of the ideas of positive and negative outcomes. (AO2) There will be use of individual experience as evidence (AO3). The extended writing will be clear using appropriate language (AO4).	13-18
Level 2 – These candidates will show a limited understanding of the concept of trusting their instincts. (AO1) Their descriptions will show limited understanding of positive and negative outcomes (AO2) There will be limited use of individual experience as evidence.(AO3) The extended writing will have limited clarity, some appropriate vocabulary using some of the rules of spelling, punctuation and grammar correctly. (AO4)	7-12
Level 1 – These candidates will show a restricted understanding of the concept of trusting their instincts (AO1). Their descriptions will show restricted understanding of positive and negative outcomes (AO2). There will be restricted use of individual experience as evidence (AO3). The extended writing will have little clarity, using inaccurate punctuation and grammar (AO4).	1-6

Recommended Annotation

Intro for introduction

I1, I2 for general comments on instinct

P1 for positive outcome

N1 for negative outcome

Ex for explanation

Dev for development of points eg for examples

Conc for conclusion.

- 3 In an age where the press is dominated by a small number of national newspapers, outline and discuss why regional and local newspapers should continue being published. You may use your own local newspaper as an example. [30]

This question involves:

- recognising the domination of national news papers
- outlining and discussing why regional and local newspapers should continue to be published
- optional use of examples.

Indicative Content

Background (not required by the question)

- regional and local papers (RLP) have been in decline for 25 years
- advertising for RLP revenue has declined
- the crisis is not immediate
- the identity of people with local places has declined
- reporters are not local anymore
- local government has lost many of its powers to Westminster
- RLP have lost identity by trying to copy national papers eg red tops.

The case for retention of RLP

- creates one way of promoting local identity
- local identity can enrich lives and energise
- promotes a specific blend of local culture and society
- local culture can make a wider contribution to local and national life
- a local focus can give perspective to local life
- provides leadership for people living their lives in a local context.

The ways in which RLP can achieve these aims include:

- affording an area a voice on matters of national and world significance
- being able to assess the particular regional and local effects of national and international news
- have space to cover local events and give a voice to local communities
- allow local government and local Members of Parliament to explain the local effects of wider policies
- space to report on local sports teams and clubs
- provide a forum for local community responses to initiatives.

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

- Level 5** – These candidates will present a very good case for retention of regional and local newspapers (AO1). They will develop support for their case with a good range of ideas or examples (AO2). There will be evidence supported by individual experience or exploration of the terms used (AO3). The extended writing will be well structured, using appropriate language with facility (AO4). **25-30**
- Level 4** – These candidates will present a good case for retention of regional and local newspapers (AO1). They will be support for their case with a good range of ideas or examples (AO2) There will be some evidence supported by individual experience or exploration of the terms used (AO3). The extended writing will be structured and clear, using appropriate language (AO4). **19-24**
- Level 3** – These candidates will present an adequate case for retention of regional and local newspapers (AO1). They will be support for their case with some ideas or examples (AO2). There will be use of individual experience as evidence (AO3). The extended writing will be clear using appropriate language (AO4). **13-18**
- Level 2** – These candidates will present a limited case for retention of regional and local newspapers (AO1). They will offer limited support for their case. (AO2) There will be limited use of individual experience as evidence (AO3). The extended writing will have limited clarity, some appropriate vocabulary using some of the rules of spelling, punctuation and grammar correctly. (AO4). **7-12**
- Level 1** – These candidates will present a restricted case for the retention of regional and local papers(AO1) They will offer fragments of support for their case (AO2). There will be restricted use of individual experience as evidence (AO3). The extended writing will have little clarity, using inaccurate punctuation and grammar (AO4). **1-6**

Recommended Annotation

Intro for introduction

R1, R2 etc for reasons for retention

Dev for development of reasons

Eg for use of examples

W for ways in which RLP might deliver the reasons

Conc for conclusion.

- 4 **Art is constantly changing. Choose one art form with which you are familiar. Use two examples to illustrate the ways in which this art form has changed over a period of time. Discuss possible reasons for the changes you have described.** [30]

This question requires:

- selection of one art form
- use of two examples to show how this art form has changed
- discussion of possible reasons for the change.

Indicative Content

The specification includes a number of art forms including architecture, fashion, photography, painting, sculpture, stage, screen, music, and the written word. The specification states that candidates should be familiar with two of the areas listed.

The ways in which an art form may change include:

- use of materials
- focus of subject matter
- reflections on changes in technology and society
- reactions to events at a national, international and global level
- developments in attitudes, values and morality.

Reasons for the change could include:

- emergence of new materials such as plastics
- new technologies such as digital photography and image manipulation
- public interest in particular sites
- environmental messages such as sustainability
- protests at former works.

There are many other ways and reasons and examiners should be open to the justified ideas of candidates.

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

Level 5 – These candidates will use two clear examples to develop two very good accounts of the way a chosen art form has changed (AO1). They will develop very good reasons for the changes presented (AO2). There will be evidence supported by individual examples or exploration of the terms used (AO3). The extended writing will be well structured, using appropriate language with facility (AO4). **25-30**

Level 4 – These candidates will use two examples to develop two good accounts of the way a chosen art form has changed (AO1). They will develop good reasons for the changes presented (AO2). There will be some evidence supported by individual examples or exploration of the terms used (AO3). The extended writing will be structured and clear, using appropriate language (AO4). **19-24**

- Level 3** – These candidates will use two examples to present two adequate accounts of the way a chosen art form has changed (AO1). They will develop adequate reasons for the changes presented (AO2). There will be use of individual examples as evidence (AO3). The extended writing will be clear, using appropriate language (AO4). **13-18**
- Level 2** – These candidates will use examples to present two limited accounts of the way a chosen art form has changed (AO1). They will develop limited reasons for the changes presented (AO2). There will be limited use of individual examples as evidence (AO3). The extended writing will have limited clarity, some appropriate vocabulary using some of the rules of spelling, punctuation and grammar correctly (AO4). **7-12**
- Level 1** – These candidates will refer to examples to present two restricted accounts of the way a chosen art form has changed (AO1). They will develop restricted reasons for the changes presented (AO2). There will be restricted use of individual examples as evidence (AO3). The extended writing will have little clarity, using inaccurate punctuation and grammar (AO4). **1-6**

Recommended Annotation

Intro for introduction

AF for chosen art form

Eg1, Eg2 for examples used to illustrate change

R1,R2 for reasons for the changes

Dev for development

Eg for other examples

Conc for conclusion.

Section C: The Social Domain

Sources 2 and 3 represent two different environments where people live and work.

- 5 (a) By making comparisons, outline three main differences between these environments. [10]

In outlining differences, candidates may well explore:

- locality (including who may live there)
- old versus modern
- comparative wealth of residents
- atmosphere (dynamic contrast)
- dark, dingy, and dirty as opposed to clean and full of bright artificial light
- inner city as opposed to the Central Business District
- small industrial units contrast with a large commercial centre and buildings
- safety and security.

Three differences should be awarded **one mark** each with a further **one mark** available for the extension of the answer and **one mark** each for these being communicated well. The remaining mark is to be awarded as a bonus mark where the maximum of 3 communication marks have been obtained..

- (b) For each of the sources outline one way in which an interpretation based on what can be seen in the photographs can be misleading. [4]

This question presents the candidates with the opportunity to develop their own ideas and therefore there is likely to be no hard and fast answers – the question is open-ended. Examples:

Source 2 – appears run down and derelict but could be an area of historical importance; the area may be an area of strong traditions and where families may have lived for many years and where traditional industries still flourish – its appearance is part of its charm.

Source 3 – implies wealth and success but equally this could be a city where there is serious street crime and poverty; a symbol of wealth is not necessarily one of happiness; there is a lack of history and tradition but it is a vibrant, living example of contemporary life.

One mark for each misleading point and **one** mark for a supporting statement [1+1=2x2=4].

- (c) Outline **two** ways in which you believe the area you live in can have an effect upon your lifestyle. [6]

Ways may include:

- the family have lived there for generations – makes people loyal;
- family members become involved in a local industry which is passed down;
- people who are raised in urban and country areas have completely different backgrounds and aspirations in their early years;
- a reputation for civil unrest or poverty in an area can create an unjust impression of the residents who live there.

Candidates should be awarded marks for sensible, well-supported suggestions which they may make from their own life experience. Award **one mark** for each way with **two marks** available for expansion and development. [2+1=3x2=6].

- (d) If 'home is where the heart is', why do so many people leave the place of their birth, never to return? [10]

The question has two parts:

- interpretation of the phrase 'home is where the heart is'
- reasons for leaving the place of birth.

The question is open to interpretation. On the one hand, home can be seen as the 'family home' that may have been there for many years and may be the centre of the family unit. Therefore it is possible to imagine a person not moving away from his/her locale as this is where their roots and traditions lie.

On the other hand, if home is where the heart is a home can be anywhere one's heart leads and this could be far away from the family home as there are other factors which draw one away such as a relationship or employment opportunity.

Reasons for leaving:

- a relationship
- employment
- escaping unhappiness/bad memories
- education
- ambition.

Examiners may see alternative answers offered by candidates and should use their professional judgement in the awarding of marks.

Max 10 marks:

Level 5 A thorough appreciation of the question covered, and an attempt to include and develop/justify/exemplify reasons with coherence.

[9-10]

Level 4 A good understanding of the question with some supported and developed reasons.

[7-8]

Level 3 Some understanding of the question with some support.

[5-6]

Level 2 Simple interpretation without clear reference to dissatisfaction or the phrase's implication.

[3-4]

Level 1 An answer of little merit that is poorly communicated.

[1-2]

Section D: The Social Domain

Answer one question from the section.

- 6 Outline two of the roles performed by local government. For each of these, identify a reason why local government may be criticised for the way it performs this role. In each case, suggest a solution to the problem. [30]

This question involves:

- candidates outlining two roles performed by local government
- identification of a reason for criticism of the way local government performs each of these roles
- suggestion of a solution to the problem.

Indicative Content

Local government may be defined as those units that operate within the scope of a National Government and for the UK include Parish, District, County and Metropolitan authorities.

The roles of local government include:

- **collection of local taxes** (eg Council Tax, Business Rates, and Water Rates)
- **spending income** collected or allocated by Central Government (83.8 billion in 2005-6) of which 74% comes from central sources
- **tackling disadvantage and rebuilding communities** through a duty to promote social, economic and environmental well-being eg policies to reduce unemployment, the high incidence of children growing up in workless and low income households
- **improving the quality of life of local people** eg through local strategic partnerships of the council, police, social and health services
- **transport** including traffic regulation, residential car parking, road safety and concessionary bus passes, cycle way, public footpaths and rights of way
- **community safety and crime reduction** through working with the police and fire services, employing community wardens, visiting schools and colleges
- **crime** working with the police through Crime and Disorder partnerships (CDRPs) including ASBOs aimed to protect the public
- **social services and health** by providing a range of care and support services to children, families and vulnerable adults eg for older people, adults with disabilities or mental health needs and carers
- **coordination of fostering and adoption services**
- **education and lifelong learning** including support for school improvement, responsibility for schools and education services in their area (adult education, play schemes, pupil referral centres and educational psychologists)
- **housing** including strategies for all housing in their areas through assessment of needs together with the homeless, maintaining, improvement and developing housing, grants for older properties, adapting homes for the elderly and disabled and funding the Housing Association

- **arts, sports and culture** through the provision of libraries, the management of entertainment venues, the coordination and promotion of events and leisure activities
- **environment** including street cleaning, household refuse collection, waste management, recycling schemes and policies for the sustainability of the environment
- **planning and regulation** including planning application and enquiries, the guidance of development in line with the local plan, listed building consents, conservation areas and display advertisement
- **cities, seaside and countryside** (tourism) are used to promote the well-being of an area.

Candidates need to identify two of these areas. They are unlikely to have specific knowledge of which tier of local government provides the service. The two selected may come from one of the headings given above.

Criticism of the roles performed by local government include:

- physical evidence of poor performance eg street appearance
- failure to respond to requests for appointments
- comparisons with provision in other areas
- national statistic surveys eg league tables and census information
- length of housing lists
- derelict space, empty shops and slow re-development in city centres
- resistance by authorities to personal plans eg rejected planning permission
- apparent waste eg newsletters
- misunderstood parking policies
- poor quality of roads and traffic congestion
- apparently favoured projects of the rich and famous.

Suggestions for improvement of performance:

- better communication with the local public
- recognition of local attitudes and feelings
- greater visibility
- more widespread participation by voters at elections
- use of local radio stations and internet web sites
- celebratory events
- investment to meet local demands.

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

Level 5 – These candidates will give a very good outline of two roles performed by local government (AO1). They will offer a congruent criticism of the way each is performed and develop a suggestion for the solution of each problem (AO2). There will be evidence supported by individual experience or exploration of the terms used (AO3). The extended writing will be well structured, using appropriate language with facility (AO4).	25-30
Level 4 – These candidates will give a good outline of two roles performed by local government (AO1). They will offer a congruent criticism of the way each is performed and a suggestion for the solution of each problem (AO2). There will be evidence supported by individual experience or exploration of the terms used (AO3). The extended writing will be structured, using appropriate language (AO4).	19-24
Level 3 – These candidates will give an adequate outline of two roles performed by local government (AO1). They will offer a criticism of the way each is performed and a suggestion for the solution of each problem (AO2). There will be some evidence supported by individual experience or exploration of the terms used (AO3). The extended writing will be clear, using appropriate language (AO4).	13-18
Level 2 – These candidates will give a limited outline of two roles performed by local government (AO1). They will offer a limited criticism of the way each is performed and a suggestion for the solution of one of them (AO2). There will be limited use of individual experience as evidence (AO3). The extended writing will have limited clarity, some appropriate vocabulary using some of the rules of spelling, punctuation and grammar correctly (AO4).	7-12
Level 1 – These candidates will give a restricted outcome of two roles performed by local government (AO1). They will offer a restricted criticism of the way local government performs and suggest a solution in general terms (AO2). There will be restricted use of individual experience as evidence (AO3). The extended writing will have little clarity, using inaccurate punctuation and grammar (AO4).	1-6

Recommended Annotation

Intro for introduction

R1 and R2 for roles performed by local government

C1 and C2 for criticism of the way the role is performed

S1 and S2 for suggestion solutions

Dev for development

Eg for examples

Conc for conclusion.

Where a candidate outlines roles that are performed by central government eg income tax, VAT and custom duties, the law, National Insurance, state pensions, NHS then the final mark is unlikely to be above mid Level 3.

- 7 Choose one of the emergency services (police, fire or ambulance). Examine two public criticisms of the service you have chosen. Offer a solution for each of the problems you have examined. [30]

This question involves:

- selection of one of the three emergency services
- examination of two public criticisms of the service
- offering two solutions, one for each criticism.

Indicative content

Sources of criticism of the police may be found in the duties they perform such as:

- patrol duties, responses to calls from the public, attending road accidents
- delivering death and hospital messages to families
- keeping peace at events
- investigation, interviewing, searching individuals , arrests
- administering custody, court related activities, preparing reports
- community relations and crime prevention.

Sources of criticism of the fire service may be found in the duties they perform such as:

- attending emergencies such as fires and road accidents
- giving immediate aid to victims, ensuring safety of all involved
- maintaining their equipment and monitoring local road conditions
- personal fitness and the availability of water supplies
- education of the public on fire prevention and safety.

Sources of criticism of the ambulance services may be found in the duties they perform such as:

- medical assistance at accident and emergencies
- applying first line treatment to protect life
- attending to members of the public present at emergency events
- transfer of patients to hospital.

The focus of the question is on public criticism and includes:

- withdrawal of essential services during pay and conditions disputes
- late arrival at the emergency event due to lack of resources or personnel shortage
- costs of providing the service as reflected in taxes
- mismanagement of events eg injury to innocent members of the public through shooting or hazardous driving
- racism and varied treatment of customers
- poor service eg treatment of prisoners held in custody
- wrongful arrests and miscarriages of justice.
- when there is a large public cost which only benefits a few cases
- when the quality of the service changes between regions.

Clearly recent events would suggest that the police will be the easier target for this question.

Solutions to the criticism include:

- no strike clauses in contracts
- staff pay awarded by an independent body
- increased funding through taxation
- privatisation to promote competition and a better service
- public education on the role and its difficulties
- in-service education and training on the wider roles as well as technical aspects
- accountability and disciplinary structures
- monitoring of performance.

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

Level 5 – These candidates will select one of the police, fire or ambulance and give a very good account of two public criticisms of the services offered (AO1). They will develop their examination of the criticisms and suggest two well developed solutions (AO2). There will be evidence supported by individual experience or exploration of the terms used (AO3). The extended writing will be well structured and clear, using appropriate language with facility (AO4). **25-30**

Level 4 – These candidates will select one of the police, fire or ambulance and give a good account of two public criticisms of the services offered (AO1). They will develop their examination of the criticisms and suggest two developed solutions (AO2). There will be some evidence supported by individual experience or exploration of the terms used (AO3). The extended writing will be structured and clear, using appropriate language (AO4). **19-24**

Level 3 – These candidates will select one of the police, fire or ambulance and give an adequate account of two public criticisms of the services offered (AO1). They will examine the criticisms and suggest two solutions (AO2). There will be use of individual experience as evidence (AO3). The extended writing will be clear, using appropriate language (AO4). **13-18**

Level 2 – These candidates will select one of the police, fire or ambulance and give a limited account of two public criticisms of the services offered (AO1). They will explore the criticisms and suggest two limited solutions (AO2). There will be limited use of individual experience as evidence (AO3). The extended writing will have limited clarity, some appropriate vocabulary using some of the rules of spelling, punctuation and grammar correctly (AO4). **7-12**

Level 1 – These candidates will select one of the police, fire or ambulance and give a restricted account of two public criticisms of the services offered (AO1). They will explore the criticisms and hint at solutions (AO2). There will be restricted use of individual experience as evidence (AO3). The extended writing will have little clarity, using inaccurate punctuation and grammar (AO4). **1-6**

Recommended Annotation

Intro for introduction

P, F or A, for the name of the chosen service

C1 and C2 for the two public criticisms

S1 and S2 for solutions

Ex1 and Ex2 for examination of the criticisms

Dev for development of points

Eg for examples

Conc for conclusion.

- 8 **Sport often results in controversy, tension and discord. With reference to examples from two different sports, examine ways in which such problems occur. Suggest ways in which they might be dealt with by the authorities governing the sports.** [30]

This question involves:

- identification of two sports where controversy, tension and discord occurs
- using examples from the two chosen sports
- outline the ways in which controversy, tension and discord occur
- suggestion of ways of dealing with these issues.

Indicative Content

Sources of controversy, tension and discord include:

- violence and injury
- apparently inaccurate decisions by officials
- fanatical supporters
- racism
- unequal skill levels
- gamesmanship
- gambling and financial loss
- nationalism and political intrusion
- cheating, drugs, over reaction to challenges, corruption.

Ways to handle these problems:

- fines and bans for players, spectators and officials
- 'respect' campaigns by the authorities
- immediate 'on field' penalties
- education of all participants on fair play
- coaching on behaviour rather than winning
- better management of spectators
- use of technology to improve decision making
- better out of sport behaviour by role models
- clear codes of behaviour
- powerful governing bodies.

Examples that may be used include:

- 'diving' when fouled during football
- famous players swearing and protesting at officials
- managers showing dissent
- intimidatory bowling in cricket
- use of drugs in athletics
- challenges to line decisions in tennis.

It may be noted by some better candidates that all controversy, tension and discord can be seen in a negative light. Sport is competitive, often physically and mentally challenging and a source of strain for those involved.

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

Level 5 – These candidates will select two different sports and provide a very good outline of the ways in which controversy, tension and discord occur (AO1). Their analysis of these ways will lead them to very good suggestions for reductions in any of the two (AO2). There will be evidence supported by individual experience or exploration of the terms used.(AO3). The extended writing will be well structured, using appropriate language with facility (AO4). **25-30**

Level 4 – These candidates will select two different sports and provide a good outline of the ways in which controversy, tension and discord occur (AO1). Their analysis of these ways will lead them to good suggestions for reductions in any of the two (AO2). There will be some evidence supported by individual experience or exploration of the terms used.(AO3). The extended writing will be structured and clear, using appropriate language (AO4). **19-24**

Level 3 – These candidates will select two different sports and provide an adequate outline of the ways in which controversy, tension and discord occur (AO1). Their analysis of these ways will lead them to adequate suggestions for reductions in any of the two (AO2). There will be use of individual experience as evidence (AO3). The extended writing will be clear, using appropriate language (AO4). **13-18**

Level 2 – These candidates will select two different sports and provide a limited outline of the ways in which controversy, tension and discord occur (AO1). Their analysis of these ways will lead them to limited suggestions for reductions in any of the two (AO2). There will be limited use of individual experience as evidence (AO3). The extended writing will have limited clarity, some appropriate vocabulary using some of the rules of spelling, punctuation and grammar correctly (AO4). **7-12**

Level 1 – These candidates will select two different sports and provide a restricted outline of the ways in which controversy, tension and discord occur (AO1). Their analysis of these ways will lead them to restricted suggestions for reductions in any of the two (AO2). There will be restricted use of individual experience as evidence (AO3). The extended writing will have little clarity, using inaccurate punctuation and grammar (AO4). **1-6**

Recommended Annotation

Intro for introduction

Sp1 and Sp2 for the two exemplar sports

W1,W2 for the ways in which controversy, tension and discord occur in the chosen sports

S1,S2 for suggested solutions

Conc for conclusion.

F732 The Scientific Domain

Guidance for Examiners

Do not use ticks.

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

Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
NAQ	not answering the question
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
Rubric	rubric infringement
D	Description
R	Reason
Rep	repetition, often of the question
Ev	Evaluation

Stages to an essay mark

Read and annotate the candidate's response.

Consider its position within the level and a possible mark.

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

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

Enter the final mark in a circle.

Generic Mark Scheme for Questions with 30 marks

AO1	Level Descriptor The candidate demonstrates the following abilities where appropriate to:	Marks
Level 5	<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; 	8
Level 4	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge; show an understanding of the concepts involved; 	6-7
Level 3	<ul style="list-style-type: none"> select, use and integrate a range of relevant knowledge; show an adequate understanding of the concepts involved; 	4-5
Level 2	<ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge; show a modest understanding of the concepts involved; 	2-3
Level 1	<ul style="list-style-type: none"> select, use and integrate some knowledge which may not be accurate; show a restricted understanding of the concepts involved. 	1
AO2	Level Descriptor The candidate demonstrates the following abilities where appropriate to:	
Level 5	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluates them appropriately; use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence; 	9-10
Level 4	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluates them competently; use evidence to develop reasoned arguments and draw sound conclusions on the evidence; 	7-8
Level 3	<ul style="list-style-type: none"> undertake some interpretation and analysis of issues and problems and make a superficial evaluation; use evidence to develop arguments and draw conclusions; 	5-6
Level 2	<ul style="list-style-type: none"> demonstrate limited interpretation and analysis of issues and problems with limited evaluation; use evidence to develop limited arguments and draw limited conclusions; 	3-4
Level 1	<ul style="list-style-type: none"> demonstrate poor interpretation and analysis of issues, problems and evaluation; recognise arguments and conclusion. 	1-2

AO3	Level Descriptor The candidate demonstrates the following abilities where appropriate to:	Marks
Level 5	<ul style="list-style-type: none"> • demonstrate very good awareness of the differences between types of knowledge; • have a very good appreciation of the strengths and limitations of the different types of knowledge; 	6
Level 4	<ul style="list-style-type: none"> • demonstrate good awareness of the differences between types of knowledge; • have a good appreciation of the strengths and limitations of the different types of knowledge; 	5
Level 3	<ul style="list-style-type: none"> • demonstrate awareness of the differences between types of knowledge; • have an appreciation of the strengths and limitations of the different types of knowledge; 	4
Level 2	<ul style="list-style-type: none"> • demonstrate limited awareness of the differences between types of knowledge; • have a restricted appreciation of the strengths and limitations of the different types of knowledge; 	3
Level 1	<ul style="list-style-type: none"> • demonstrate very limited awareness of the differences between types of knowledge; • have a very restricted appreciation of the strengths and limitations of the different types of knowledge. 	1-2
AO4	Level Descriptor The candidate demonstrates the following abilities where appropriate to:	
Level 5	<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; 	6
Level 4	<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; 	5
Level 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; 	4
Level 2	<ul style="list-style-type: none"> • communicate ideas with limited clarity, using some specialist vocabulary; • use some rules of grammar, punctuation and spelling; 	3
Level 1	<ul style="list-style-type: none"> • communicate with little clarity using occasional specialist terms; • use poor grammar and punctuation, and inaccurate spelling. 	1-2

Section A

Answer all questions in this section.

- 1 (a) Humans have a number of senses, for example sight. Identify four other senses. [2]

Other than sight:

- sound/hearing
- smell
- taste
- touch
- temperature
- balance
- pain
- movement/kinaesthetic.

4 correct (2 marks)

2 or 3 correct (1 mark)

1 correct (no marks).

- (b) Many people use spectacles to improve their quality of life. Different types of lenses can be used to correct long and short sight.

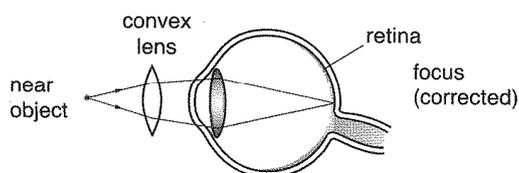
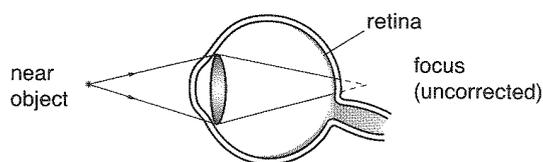


Fig. 1(a) Long sight

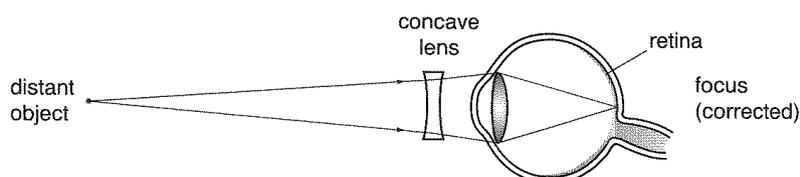
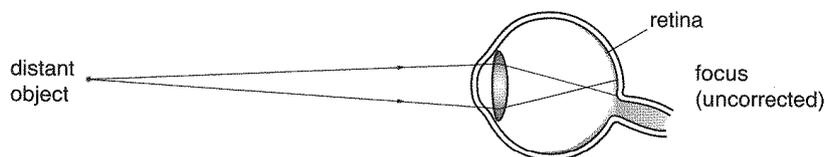


Fig. 1(b) Short sight

- (i) **Use Figs. 1 (a) and 1 (b) to explain how convex and concave lenses, when used in spectacles, can help correct long and short sight.** [4]

This question is intended to link science and the logical thinking skills that are to permeate the specification.

2 marks for the convex and 2 for the concave.

Some statements may include both lenses and be worth two marks.

Reserve one mark in each for:

Convex lens converges/narrows light on the retina

Concave lens diverges/spreads light on retina (be careful not to allow focuses in both of these reserved marks - the key point is the different actions of the lenses).

Fig. 1 (a)

- correction of long sight with convex lens
- corrects for difficulty in seeing near objects clearly
- eye lens can not get fat enough to focus light on the retina
- convex lens converges/narrows the light on retina
- different convex lenses needed for variations between people.

Fig. 1 (b)

- correction for short sighted people
- short sighted people see near objects clearly eg reading
- light from the distant object has been focused by the eye in front of the retina
- concave lenses diverges/spread the light rays onto the retina
- different concave lenses needed for variations between people.

Candidates do not need all of these stages to achieve the full two marks for each.

- (ii) **Describe briefly two ways in which this helps to improve people's quality of life.** [2]

Two ways @ 1 mark each.

Travelling, driving, reading, recognising, communicating, employment.

- (c) **Some opticians suggest that the prescription of spectacles can improve the behaviour and learning of many young children at school. Suggest two reasons for this.** [4]

Reasons for improved behaviour include:

- able to see visual stimuli
- able to participate
- greater accuracy of presentation
- more socially normal
- relaxed participation
- less clumsy
- ability to read faces.

Reasons for improved learning include:

- improved reading
- improved writing
- able to sustain learning without strain
- able to scan stimuli
- immediacy of events
- clear symbols held in memory
- auditory and visual stimuli/signals coincide.

Behaviour and learning are interrelated. Examiners should not be concerned if items from either list appear as justification for the other list. The key point is the link to behaviour or learning is made. The two reasons should be different.

Two reasons at 2 marks each but must be linked to sight.

(d) Fig. 1 (c) shows a spectator using a periscope to improve their view.



Fig. 1(c)

Fig. 1(d) shows how a prism reflects light internally

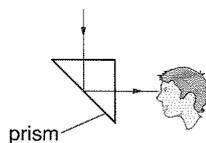


Fig. 1(d)

Describe how two prisms can be used to make a periscope. You may use a diagram with your description. [4]

Full marks can be achieved for a labelled diagram.

A clear description could also gain full marks.

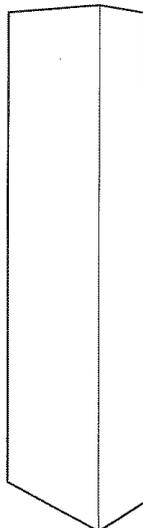
4 @ 1 = 4 (marks).

Marks can be obtained for any of the following features:

- recognition of pathway of light through prism
- correct positioning of the two prisms
- incoming light
- position of the eye
- position of the object
- arrows.

If a diagram is used award marks for similar features as drawn or labelled. Answers using two mirrors instead of prisms may be awarded up to three marks.

- 2 In the ancient city of Tur, a solid, rectangular obelisk was built. (Fig. 2) The structure took less than three Tur weeks to complete. Use the following information to calculate on which day of the week the Zin Obelisk was completed. Show clearly how you came to your answer.



Zin : the obelisk
 Height : 90 metres
 Length : 20 metres
 Width : 5 metres

Fig. 2

Here are the facts to help in your calculation. (You may use a calculator.)

- 1 Time in Tur is measured in days.
 - 2 A Tur day is divided into schlibs and ponks.
 - 3 There are eight ponks in a schlib.
 - 4 The height of the Zin obelisk is 90 metres.
 - 5 The length of the Zin is 20 metres.
 - 6 The width of the Zin is 5 metres.
 - 7 The Zin is built of stone blocks, each of which is 50 centimetres by 50 centimetres by 50 centimetres.
- 8 The Tur Five Day Week
- | Day | Name of the day |
|-------|-----------------|
| One | Educoday |
| Two | Genoday |
| Three | Linoday |
| Four | Haroday |
| Five | Roveroday |
- 9 Each working day has nine schlibs.
 - 10 Each worker takes rest periods during the working day totalling sixteen ponks.
 - 11 Each worker lays 150 blocks per schlib.
 - 12 At any time when work is taking place, there is a gang of nine people on site.
 - 13 One member of the gang has religious duties and does not lay blocks.

- 14 No work takes place on Roveroday.
- 15 Work starts at daybreak on Educoday.
- 16 Only one gang is working on the construction of the Zin Obelisk.

[Adapted from M Woodcock, D Francis and D Young 'Problem Solving: The Zin Obelisk. A practical manual for team building' (1979), San Diego CA, University Associates].

[14]

Indicative content

One Tur day – 9 schlibs

Schlib								
8 ponks							Rest	Rest

	<p>Obelisk $90 \times 20 \times 5$ (1 mark) = 9000 cubic metres (1 mark)</p>
	<p>Stone blocks $0.5 \times 0.5 \times 0.5$ (1 mark) = 0.125 cubic metres (1 mark) Or $50 \times 50 \times 50$ (1 mark) = 125,000 cu. cent. (1 mark)</p>
	<p>Number of blocks $9000 \div 0.125$ (1 mark) = 72,000 blocks (1 mark)</p>
	<p>Each worker works 7 schlibs (1 mark) Each worker lays 150 blocks per schlib 7×150 (1 mark) = 1050 blocks (1 mark)</p>
	<p>Teams 9 in a team but only 8 lay blocks (1 mark) So 8 workers x 1050 blocks per day (1 mark) 8,400 blocks laid per day (1 mark)</p>
	<p>Time taken $72000 \div 8400$ (1 mark) = 8.57 days or 9 days (1 mark)</p>
	<p>Which day Start Educoday No work Roveroday (1 mark) Finish Educoday (1 mark)</p>

Allow blocks per layer or alternative system.
 Use error carried forward system
 Reserve one mark for correct day.

Section B

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

- 3 Between the years 1950 and 2000, the fertility of the human population in Britain declined. Examine possible reasons for this decline in human fertility.

[30]

Assessment Objective balance

AO1	AO2	AO3	AO4
8	10	6	6

This question involves:

- recognition of time scale
- definition of fertility
- reasons for decline.

Indicative content

Time scale

The focus is on the 50 year decline between 1950 and 2000.

Fertility

'Fertility' is the probability of a woman giving birth irrespective of the number of previous births. There are a number indices of fertility including married and unmarried indices and an age related index. The fertility rate is usually taken as the number of births per 1000 females aged 15-44.

Fertility is often measured using birth rates.

Possible reasons for decline include:

- before 1950 fertility high due to post-war conditions
- social causes such as greater participation of women in paid work
- better methods of birth control
- economic pressure of costs of raising a family
- ageing population
- effects of increased alcohol consumption, smoking, drugs
- hormones in the water supply
- global warming is a possibility due to increased toxins or just higher temperatures reducing sperm counts
- decline in religious beliefs
- side effects of nutrition
- increase in sexually transmitted diseases eg Chlamydia
- government policies
- obesity
- cancer.

These descriptions are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities show in the descriptor. Marks which are 'borderline' should be awarded the lowest mark in the level.

Levels	Descriptors	Marks
Level 5	These candidates will demonstrate a clear understanding of the definitions of fertility (AO3). They will present a very good range of developed reasons (at least three) for decreased fertility (AO1) and these will be very well supported with evidence or examination/analysis (AO2). In terms of AO4 (communication) these answers will be clear and well structured and written with facility.	25-30
Level 4	These candidates will offer at least three reasons of which two will be developed (AO1). Two of the reasons will be supported with analysis and evidence (AO2). They will show understanding of the term fertility (AO3). In terms of AO4 (communication) these answers will be clear and well structured.	19-24
Level 3	These candidates will offer some reasons (probably two or three but without development) for the decline (AO1) and there will be some evidence cited or analysis (AO2). There may be some evidence of AO3 in terms of personal experience. In terms of AO4 (communication) these answers will be clear but contain some errors of spelling punctuation and grammar and a modest structure.	13-18
Level 2	These candidates will offer some reasons in brief or outline form (AO1) with only fragments of supporting evidence or analysis (AO2). There will be very limited evidence of AO3. In terms of AO4 (communication) clarity will be insecure and their command of spelling, punctuation and grammar as well as structure will be limited and inaccurate.	7-12
Level 1	These candidates will describe a reason in fragmentary terms (AO1) and this will be supported with very limited evidence (AO2). In terms of AO4 (communication) their answers will be unclear with poor sentence structure and errors of grammar and spelling.	1-6
<p>Recommended annotation Intro for introduction Def for definition of fertility (if given or implied) R1, R2, R3... for reasons for decline Dev for development eg for examples An. for analysis/examination Conc. for conclusion.</p>		

4 Scientists working on the exploration of space have contributed to the development of the following:

- satellite navigation for aircraft, ships and cars
- satellite images of the earth's surface
- more efficient fuels for transport and heating
- non-stick 'Teflon' type materials
- stronger materials to increase safety and performance in helicopters and cars
- safety equipment for people in hazardous environments
- greater understanding of the origins of the universe
- cooperation between nations
- facilities for the disposal of radioactive waste.

Select two developments from the list which you feel have contributed most to modern life and the one you feel has contributed the least. Justify your selection in each of the three cases.

[30]

Assessment Objective balance

AO1	AO2	AO3	AO4
8	10	6	6

This question involves:

- understanding of the list of developments
- linking of developments to everyday life
- assessment of their relative contribution
- selection of two
- justification of the selected two
- selection of least contributor
- reason for selection of lowest contributor.

Indicative content

In view of the long list of developments and their combinations it is unrealistic to give detail of each. Most are in any case self evident.

eg Sat Nav

- instant position identification
- prediction of arrival given current performance
- mapped warning of hazards.

eg Images of the earth

- recognition of change
- weather prediction
- preservation of record.

Justification of chosen pair could include:

- most good for the most people
- solution of problem
- potential future developments.

Reasons for low priority:

- alternatives available

- side effects
- low priority in comparison to others.

These descriptions are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities show in the descriptor. Marks which are 'borderline' should be awarded the lowest mark in the level.

Levels	Descriptors	Marks
Level 5	These candidates will select three developments from the list provided. They will provide developed reasons for their selection. (AO1 and AO2) They may include a good discussion of definitions eg of everyday life or relate personal experience as part of their understanding. (AO3). In terms of AO4 (communication) these answers will be clear and well structured and written with facility.	25-30
Level 4	These candidates will select three developments from the list provided. They will provide developed reasons for at least one of their selection (AO1 and AO2). They may include a discussion of definitions eg of everyday life or relate personal experience as part of their understanding (AO3). In terms of AO4 (communication) these answers will be clear and well structured.	19-24
Level 3	These candidates will select three developments from the list but their justifications will lack development. However the reasons for the choice of the two favoured developments will be clearly different from the one development offering least (AO1 and AO2). Some personal experience can be expected (AO3). In terms of AO4 (communication) these answers will be clear but contain some errors of spelling, punctuation and grammar and a modest structure.	13-18
Level 2	These candidates will select at least two developments but there will be only fragmentary reasons given (AO1 and AO2). There will be little evidence of AO3. In terms of AO4 (communication) clarity will be insecure and their command of spelling, punctuation and grammar as well as structure will be limited and inaccurate.	7-12
Level 1	These candidates will miss one of the three elements of the question (AO1 and AO2). In terms of AO4 (communication) their answers will be unclear with poor sentence structure and errors of grammar and spelling.	1-6
<p>Recommended annotation Intro for introduction S1, S2 and S3 for chosen developments J1, J2 and J3 for ideas in support of each of the chosen development Dev for development of justifications eg for examples Res for any reservations expressed AO3 for personal experience or exploration of definitions Conc. for conclusion</p>		

- 5 A scientist has been asked, by a driving school, to design an experimental programme which aims to find a way of improving the rate at which its clients pass their driving test. This would be in addition to the usual ten weekly one hour lessons.

The scientist has been asked to test the following suggestions for improving the pass rate:

- three lessons per week for ten weeks
- two unaccompanied driving sessions, with video, on a private practice circuit
- an intensive driving course over six consecutive days.

Describe, with justifications, an experimental design the scientist might recommend to the driving school.

[30]

Assessment Objectives Balance			
AO1	AO2	AO3	AO4
8	10	6	6

This question involves:

- recognition of the task as a whole
- establishing ways of testing the three proposals
- identification of client groups
- drawing a conclusion.

If the question is mis-interpreted as discussion of the three bullets, maximum of 15 marks.

Indicative content

Preliminaries:

- study of current practice of ten weekly one hour sessions
- establishing current success rate (for various client groups)
- knowing variations in instructor and tester success rates
- congruence of practice amongst instructors.

Defining the three suggestions clearly:

- three one hour additional lessons each week for ten weeks with the same instructor including all challenges to be met in the test
- content of the sessions, health and safety requirements, video arrangements and method of feedback
- range of conditions over the six days, duration of driving each day.

Establishing uncontrolled variables:

- current practice of the additional number of hours of supervised driving with a qualified driver
- driver motivation and fatigue
- previous tests.

Range of client groups:

- first time testers
- range of age groups
- gender variation.

Data collection

- profile of entrants, age gender, driving experience
- division into sub-groups for additional programme
- collection of test results.

Other considerations

- suggestion of time scale to complete project
- ethical matters and briefing all involved.

Conclusion

- recommendation of plan to the driving school
- indication of any pitfalls.

These descriptions are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities show in the descriptor. Marks which are 'borderline' should be awarded the lowest mark in the level.

Levels	Descriptors	Marks
Level 5	These candidates will design a very good coherent programme where the difference in outcome between current success rates and each of the suggested alternatives is clear. There will be very good attention to detail throughout the essay. (AO1 and AO2). Personal experience, examples or thoughts on definitions will be present (AO3). In terms of communication (AO4) these answers will be clear and well structured and written with facility.	25-30
Level 4	These candidates will design a good coherent programme where the difference in outcome between current success rate and each of the suggested alternatives is clear. There will be good attention to detail throughout the essay. (AO1 and AO2). Personal experience, examples or thoughts on definitions will usually be present (AO3). In terms of communication (AO4) these answers will be clear and well structured and written with facility.	19-24
Level 3	These candidates will offer appropriate elements for a coherent programme but gaps in thinking will be present in the detail (AO1 and AO2). They may include some personal experience or examples (AO3). In terms of communication (AO4) these answers will be clear but contain some errors of spelling, punctuation and grammar and a modest structure.	13-18
Level 2	These candidates will offer limited elements of an investigation but there will be little coherence. They will have limited understanding of the requirements of the question. (AO1 and AO2). They may include vague examples or some personal experience (AO3). In terms of communication (AO4) the clarity will be insecure and their command of spelling, punctuation and grammar as well as structure will be limited and inaccurate.	7-12

Level 1	<p>These candidates will offer very limited elements of an investigation and there will be little coherence. They will have very limited understanding of the requirements of the question. (AO1 and AO2). They may include vague examples or some personal experience (AO3).</p> <p>In terms of communication (AO4) the clarity will be very insecure and their command of spelling, punctuation and grammar as well as structure will be very limited and inaccurate.</p>	1-6
<p>Recommended annotation Intro for introduction D1, D2, D3 ...descriptive steps recommended in the investigation J1, J2, J3... justification of descriptive steps Pr for preliminaries S1, S2 and S3 for sections including the three suggestions Dev for development of points eg for examples Conc. For conclusion Please note the question does not ask for a description of the experiment being carried out. If a candidate writes in that vein the maximum mark available should be 18.</p>		

F733 Domain Exploration: Applying Synoptic Skills

Guidance for Examiners

Do not use ticks in section B. It is essential that your annotations show clearly why marks have been awarded or withheld.

Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
F	indicates a loss of focus in the answer, which often leads to
NAQ	not answering the question
eg	appropriate example
Sp/G/Eng	spelling, grammar and language error; you are not expected to correct all of them
(....)	indicates a choice or a key phrase OR
Key	written beside an underlined choice or key phrase
Rubric	rubric infringement
D	description
R	reason
Rep	repetition, often of the question
Ev	evaluation

Stages to an essay mark

- read and annotate **fully** the candidate's response, using any question specific annotations agreed at Standardisation
- review your annotation and then consider in which level the answer is located.
- consider its position within the level and a possible mark.
- fine-tune the mark by considering the Assessment Objectives.

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

eg	AO1	good knowledge very limited knowledge and eg
	AO2	competent analysis and evaluation limited analysis and a superficial evaluation only
	AO3	personal experience relevant Clear evaluation of different types of knowledge
	AO4	fluently written with specialist vocabulary well used Some fluency but many Sp/Eng/G errors

You may make comments additional to the AO statements but **NOT** instead of them. Such comments must be positive and specific, eg *excellent use of specialist knowledge, (AO1) notable for clarity and elegance, (AO4) some unusual egs well developed, well integrated (AO2), the inclusion of personal experience and different perspectives (AO3).*

Enter the final mark in a circle.

If bullet points are used where continuous prose is asked for, a maximum of Level 3 is available.

The maximum mark for this paper is 100

A01	<p style="text-align: center;">Level Descriptor The candidate demonstrates the following abilities where appropriate to:</p>	Marks
Level 4	<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 	4
Level 3	<ul style="list-style-type: none"> • select, use and integrate a good range of relevant knowledge • show an understanding of the concepts involved 	3
Level 2	<ul style="list-style-type: none"> • select, use and integrate a range of relevant knowledge • show an adequate understanding of the concepts involved 	2
Level 1	<ul style="list-style-type: none"> • select, use and integrate some relevant knowledge • show a limited understanding of the concepts involved. 	1
A02	<p style="text-align: center;">Level descriptor The candidate demonstrates the following abilities where appropriate to:</p>	
Level 5	<ul style="list-style-type: none"> • interpret and analyse issues and problems well and evaluate them appropriately • use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence 	19-22
Level 4	<ul style="list-style-type: none"> • interpret and analyse issues and problems well and evaluate them competently • use evidence to develop reasoned arguments and draw conclusions on the evidence 	15-18
Level 3	<ul style="list-style-type: none"> • undertake some interpretation and analysis of issues and problems and make superficial evaluation • use evidence to develop arguments and draw conclusion 	11-14
Level 2	<ul style="list-style-type: none"> • demonstrate limited interpretation and analysis of issues and problems with limited evaluation • use evidence to develop limited arguments and draw limited conclusions 	6-10
Level 1	<ul style="list-style-type: none"> • demonstrate poor interpretation and analysis of issues, problems evaluations • recognise arguments and conclusion. 	1-5
A03	<p style="text-align: center;">Level descriptor The candidate demonstrates the following abilities where appropriate:</p>	Mark
Level 5	<ul style="list-style-type: none"> • demonstrate very good awareness of the difference between types of knowledge • have a good appreciation of the strengths and limitations of the 	8

	different types of knowledge	
Level 4	<ul style="list-style-type: none"> demonstrate good awareness of the differences between types of knowledge have a good appreciation of the strengths and limitations of the different types of knowledge 	6-7
Level 3	<ul style="list-style-type: none"> demonstrate awareness of the differences between types of knowledge have an appreciation of the strengths and limitations of the different types of knowledge 	4-5
Level 2	<ul style="list-style-type: none"> demonstrate limited awareness of the difference between types of knowledge have restricted appreciation of the strengths and limitations of the different types of knowledge 	2-3
Level 1	<ul style="list-style-type: none"> demonstrate very limited awareness of the differences between types of knowledge have very restricted appreciation of the strengths and limitations of the different types of knowledge. 	1
A04	Level descriptors The candidate demonstrates the following abilities where appropriate:	
Level 5	<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 and grammar, punctuation and spelling with accuracy and facility 	14-16
Level 4	<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 	11-13
Level 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 	8-10
Level 2	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary use some rules of grammar, punctuation and spelling 	5-7
Level 1	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms use poor grammar and punctuation, and inaccurate spelling. 	1-4

MARK SCHEME

SECTION A

1 The three definitions **A**, **B** and **C** below refer to three key terms in science – theory, hypothesis and experiment.

A An act or operation undertaken to discover some unknown principle or effect or to test, establish, or illustrate some suggested or known truth.

B A well-tested explanation for a wide range of observations or experimental results.

C A tentative explanation for an observation, phenomenon, or scientific problem that can be tested by further investigation.

(a) Identify which of the definitions **A**, **B** and **C** above fits which term. [2]

(b) Using an example, briefly describe the relationship between the three terms. [8]

QUESTION	AO1	AO2	AO3	AO4	TOTAL
1	2	6	0	2	10

ANSWER

Award **2 marks** for correctly identifying

- A** an experiment
B a theory
C an hypothesis

If a candidate gets two of these correct, the third will automatically be correct. Therefore, in effect, award 2 marks for two or three correct.

And **6 marks** for a briefly developed explanation of the relationship between the three key terms including

- the order in which they occur in the scientific process eg [C-A-B] [2 marks]
- the notion that the hypothesis can be proved only by experiment [2 marks]
- the fact that the experiment must yield the same results each time it is performed for the theory to be valid. [2 marks]

An answer which does not use an example should be marked out of **5** in part [b] on the grounds that bullet points 2 and/or 3 above will not have been fully explained.

Credit any other valid points.

Award **2 marks** for a lucid expression of the above answers.

AO1 2 + AO2 6 + AO4 2 = 10

2 The following is a list of premises found in a suburban high street.

- | | |
|------------------------------------|----------------------------|
| A Poppyknots Delicatessen & Café | M Miltons News and Nosh |
| B The Seaton Arms | N Lilyclean Dry Cleaners |
| C Mama Mia Pizza and Pasta | O Mike's Oven Bakery |
| D Sea Stars Fish and Chips | P Medicentre Insurance |
| E Multitudes Hair Design | Q Coopers the Chemist |
| F Handwash Car Valeting | R The Ship Inn |
| G Countess Jewellers | S Chan's Chinese takeaway |
| H Sophia's Toyshop | T Standfast Tanning Centre |
| I Zeb's Curry House | U Halyard Minimart |
| J Seaton News, Food and Wine | V The Quickbite Café |
| K Planright Architectural Services | W Anna's News |
| L Seaton Fruit and Veg | X Helen's Bridal Hire |

Sort the list into three groups in a way which would be useful to a town planner, using the reference letters provided.

Give each of your groups a descriptive label.

Justify the groups that you have created, and suggest, giving a reason, a subdivision that would be possible within one of the groups.

[10]

QUESTION	AO1	AO2	AO3	AO4	TOTAL
2	2	6	0	2	10

Specimen taxonomy

Group 1 [Food and Drink]

- A Poppyknots Delicatessen & Café
- B The Seaton Arms
- D Sea Stars Fish and Chips
- I Zeb's Curry House
- C Mama Mia Pizza and Pasta
- R The Ship Inn
- S Chan's Chinese Takeaway
- V The Quickbite Café

Group 2 [Retail businesses]

- G Countess Jewellers
- M Miltons News and Nosh
- H Sophia's Toyshop
- J Seaton News
- L Seaton Fruit and Veg
- O Mike's Oven Bakery
- Q Coopers the Chemist
- U Halyard Minimart
- W Anna's News

Group 3 [Services]

- N Lilyclean Dry Cleaners
- E Multitudes Hair Design
- F Handwash
- K Planright Architectural Services
- P Medicentre Insurance
- T Standfast Tanning Centre
- X Helen's Bridal Hire

NB this is only one of a number of possible arrangements: examiners should allow others that meet the rules of classification. If classification differs but is workable must give credit Do not accept other miscellaneous or general.

Possible subdivisions **ONE** answer only required

Group 1	Licensed/Unlicensed Eat in/Takeaway
Group 2	Food/Non-food Newsagents/other
Group 3	Sale/hire

Mark Award

1 mark for compiling each group and **1 mark** for its justification in terms of help to a town planner [ie an appropriate label] – **total 6 (AO2)**

1 mark for identifying a possible subdivision and **1 mark** for explaining it – **total 2 (AO1)**

2 marks for a coherent presentation of the answer.

AO1 2 + AO2 6 + AO4 2 = 10

- 3** Here are two extracts from books about the Battle of the Atlantic during World War Two. One of these extracts is taken from a novel. The other is from an historical account.

Extract A

Strong winds kicked up a lumpy sea and poor visibility dominated 10 September. Rain gave way to fog, and the destroyers in the outer screen criss-crossed the convoy's wake investigating asdic contacts. The ships wallowed north; it was typical Western Ocean weather. At the same time, many miles to the eastward, the submarines *Tribune* and *Tigris* both made unsuccessful attempts to torpedo heavy German units moving north. These were in fact the *Scheer*, *Hipper* and *Köln*, though the pocket-battleship was mistaken for the *Tirpitz*. The following day was as gloomy and overcast as its predecessor, though the rain squalls gave way to snow.

Station-keeping in the convoy remained poor, and Commander Boddam-Whetham, flying his broad pendant in the *Temple Arch*, was driven to chastise his flock. He also warned them that enemy action was certain within a day or so: 'Ships should keep closed up to two cables and be prepared to help with mass fire'.

Extract B

For sailors, the Battle of the Atlantic was becoming a private war: if you were in it, you knew all about it – you knew how to watch-keep on filthy nights, how to surmount an aching tiredness, how to pick up survivors, how to sink submarines, how to bury the dead, and how to die without wasting anyone's time. You knew, though not in such detail as your own particular part of the job, the overall plan of the battle, and the way it was shaping. You knew, for example, that at this moment the score was running steadily against the convoys; you knew by heart the monthly totals of sinkings, the record and the quality of other ships in other escort groups, the names of U-boat commanders who had especially distinguished themselves by their skill or ruthlessness.

State briefly, drawing your evidence from both passages, which of the extracts you think is taken from the novel.

QUESTION	AO1	AO2	AO3	AO4	TOTAL
3	2	6	0	2	10

ANSWER

Extract B is taken from the novel by Nicholas Monsarrat.

The key point for examiners is the case the candidate makes for their chosen extract. No marks to be given or withheld for right or wrong choice, all marks to be based on skills, Extract A will get some marks not necessarily all.

They could gain full marks for selecting the incorrect extract provided they justify its choice and have reasons for their rejection of the other piece. If evidence is drawn from one source only maximum of six marks. AO1 – 1 mark, AO2 – 3 marks and AO4 – 2 marks.

INDICATIVE CONTENT

EXTRACT A

- conveys a great deal of information in two short paragraphs
- is written in hard-working sentences which also attempt to create a mental picture (*lumpy sea, wallowed north*)
- in part creates a mood – the first paragraph conveys a mild sense of futility and aimlessness
- uses metaphorical language (*chastise his flock*)
- but (Cdr. Boddam-Whetham's annoyance apart) makes no attempt to evoke the feelings of the sailors involved
- presents a detailed (if slightly confusing) picture of a scene rather than conveying a narrative
- and is very specific about the time, the place and the protagonists as is proper to a history
- and although it is a narrative about war it contains little dramatic conflict

EXTRACT B

- uses a wider range of emotive language (*a private war, filthy nights, the colloquial second person singular – you knew*)
- develops some sense of drama by using a rhetorical device (*repetition of the phrases you knew and how to*) with a powerful clinching phrase (*how to die without wasting anyone's time*).
- there is imaginative narrative reconstruction of personal experience and feelings (*For sailors, the Battle of the Atlantic was becoming a private war, If you were in it, you knew all about it,*
- *how to die without wasting anyone's time*)
- there is only a general sense of place, time and protagonists – history is specific of all three
- direct comparison of the two passages shows that Extract A presents 24 separate facts, whilst Extract B contains only one direct statement of fact (*at this moment the score was*

running steadily against the convoys) and although it refers to the monthly sinking totals and the names of U-boat commanders it gives no detail

CREDIT ANY OTHER VALID POINTS

AO1 [Knowledge] 2 marks

Award 1 mark for accurate citation of any two of these bullet points

- a range of emotive language
- some sense of drama is developed
- there is imaginative narrative reconstruction of personal experience and feelings
- there is only a general sense of place, time and protagonists – history is specific of all three

AO2 [Evidence and analysis] 6 marks

Award two marks for a development/illustration of each bullet point above as follows:

- language – eg a private war, aching tiredness, filthy nights, use of colloquial second person singular eg *you knew*
- drama – use of the rhetorical device *you knew* as a narrative pivot; repetition of *how to* with the emotive clinching phrase *how to die without wasting anyone's time*
- narrative reconstruction
 - *For sailors, the Battle of the Atlantic was becoming a private war*
 - *If you were in it, you knew all about it*
 - *How to die without wasting anyone's time*
- there is only a general sense of place, time and protagonists – history is specific of all three:
here candidates may make useful comparison with Extract A, which contains 24 separate facts.

Award 2 marks for a lucid expression of the above answers [A04]

- 4 You are researching an aspect of the area in which you live. Identify the aspect you are researching and outline the skills you would need to make your research paper accurate, authoritative and interesting. [20]

QUESTION	AO1	AO2	AO3	AO4	TOTAL
4	7	7	2	4	20

Indicative Content

- The skills demanded include: choice of feasible topic
- the collection and collation of facts eg conducting questionnaires, surveys and interviews
- making distinctions between primary and secondary sources
- Relating local events to their national background (eg world war, the general strike)
- applying classification skills to their data in order to organise it logically
- reading documents for their factual content and assess their importance
- reading documents for their “unwitting testimony”
- using data sets of various kinds – maps, commercial directories
- the ability to write lucid and concise prose
- consideration of the audience at whom the paper is aimed
- using different kinds of evidence – oral, pictorial, graphs and charts

Level Descriptors

LEVEL 5	will select a topic, and outline a very wide range of skills, analysing and integrating them well, in a way which shows very good understanding of the concepts involved; they will show a clear understanding of how these skills will ensure accuracy, authority and interest in the research paper. The answer will be very well organised and concisely and lucidly written.	17 - 20
LEVEL 4	will select a topic, and outline a good range of skills, analysing and integrating them in a way which shows good understanding of the concepts involved; they will show understanding of how these skills will ensure accuracy, authority and interest in the research paper. The answer will be well organised and lucidly written.	13- 16
LEVEL 3	will select a topic, and outline an adequate range of skills, analysing and integrating them in a way which shows adequate understanding of the concepts involved but may be superficial; they will show adequate understanding of how these skills will ensure accuracy, authority and interest in the research paper. The answer will be organised and lucidly written.	9 – 12
LEVEL 2	will select a topic, and outline a limited range of skills, commenting on them in a way which shows limited and superficial understanding of the concepts involved; they will show limited understanding of how these skills will contribute to the research paper. The answer will be understandable but will contain errors.	5 – 8
LEVEL 1	will select a topic, and outline a very limited range of skills, commenting on them in a way which shows very limited and superficial understanding of the concepts involved; they will show very limited understanding of how these skills will contribute to the research paper. The answer may be intelligible but will contain many errors.	1 – 4

SECTION B

Answer **ONE** question from this section

Your answer should be in continuous prose

5 Read the following passage and answer the question.

The proliferation of chain stores across the country is turning the UK into a series of "clone towns", a think tank has warned. The New Economics Foundation (NEF) said local stores are being driven out of towns as chains "spring up like weeds" and that once distinctive towns are now losing their character.

Research by the NEF suggests that between 1997 and 2002 specialist stores like butchers, bakers and fishmongers shut at the rate of 50 a week. Also, nearly a thousand communities were left without access to a local bank and 20 traditional pubs were closing every month.

The think tank also says that the increasing trend toward small scale "metro" or "express" versions of big supermarkets is squeezing distinctive local shops out of the market - leaving shoppers no choices when it comes to shopping.

But Sean Rickard, from the Cranfield School of Management, said "The truth of the matter is that supermarkets offer a much greater choice. There are many people in this country - people who find it difficult to make ends meet - who choose a cheaper convenient alternative. If supermarkets have grown big it's by the choices made by individuals - not by anyone forcing anyone through their doors".

The report also suggests that stemming from increasing homogenisation of the high street are wider trends destroying diversity in arts and culture.

[Adapted from a report on the BBC Today programme website.]

Evaluate the potential impact on individuals, communities and cultures of the changing retail structure of clone towns. [50 marks]

QUESTION	AO1	AO2	AO3	AO4	TOTAL
5	7	25	8	10	50

The issues raised by the passage impinge mainly on the social and cultural domains, and invite candidates to write an answer dealing with a wide range of points in these areas.

There are also some over-arching general points which will offer really able candidates an opportunity to take a wider view.

Indicative content

(a) Clone Towns: gains to individuals, communities and cultures

- the public benefits considerably from the economies of scale involved in the spread of eg supermarket chains – small local businesses are often more expensive
- national standardisation of levels of service and quality of goods is seen as a benefit
- the distribution networks available to national chains mean that stocks can be replenished quickly and efficiently
- chain retail outlets can offer longer opening hours seven days a week because they are able to use a shift system for their staff
- food suppliers find outlets for their produce just as readily in national supermarket chains as they do in local shops

- national chains can offer a wider range of goods and services throughout the entire year
- the growth of out-of-town retail parks offers opportunities for the redevelopment of high streets as residential areas – which is after all what they once were
- the claim that local shoppers are left with no choice begs the question: local shoppers chose the chain store over local shops because it offered them better and cheaper service – that is a commercial reality
- commercial uniformity is a net gain if it means levelling up, and in a majority of cases this is what has happened
- the growth of “metro” and “express” versions of the large stores means that rural areas can still have access to their goods and services
- despite the homogenisation of commerce, some of the key things which signify local and regional culture – accent, dialect, local produce like cheeses and beers still survive and are sold in supermarkets
- considerable local employment – both direct and indirect – is provided by chain stores
- chain stores often help local cultural activity by donating goods and services to eg amateur dramatic societies and choirs

(b) Clone Towns: losses to individuals, communities and cultures

- the loss of local specialist stores damages the community of which these businesses form a part
- in rural areas communities can be left without key amenities – shops, petrol stations, banks and pubs
- the homogenisation of the UK is detrimental to local culture
- regional diversity is one of the interesting things about any country, and anything which attacks this is a social detriment
- commercial homogenisation also involves branding - uniformity of architecture, building style and layout which means that local identity is lost
- formerly the growth and development of towns and cities was organic – based on local food and water supply, local transport, and industrial development: now it is imposed from outside by supermarket chains who are able to buy their way in
- if local culture is affected by commercial considerations then this is a detriment, but it is notable that the report only “suggests” this

(c) General points

- it is possible to detect a sense of “nimbyism” behind this report: would it be cynical to suggest that those who oppose supermarket chains are those who can easily afford to use the more expensive local shops?
- it is notable that the arguments in favour of supermarket chains tend to be substantive economic ones
- whereas those against them tend to be vaguer, making (mainly emotive) points about local culture which tend to lack definition
- the report suggests that change in the distinctive character of towns is bad per se: in many towns the arrival of chain stores has been a net gain, leading to slum clearance and civic refurbishment
- it is possible that those who oppose clone towns want the best of both worlds – distinctive local culture and cheap goods and services: this is unrealistic

The above is a suggested scaffold for the essay which candidates will write, although having chosen an area in which to work they will do so in terms of that area. In assessing candidates' answers examiners should evaluate.

- the soundness of the candidate's knowledge base in addition to the information in the extract [A01]
- their selection of, interpretation, analysis, evaluation and integration of concepts and opinions regarding "clone towns" [AO2]
- their understanding of the strengths and limitations of different kinds of knowledge [AO3]
- communication which is clear and accurate [AO4]

Content specific band descriptors

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

Level 5 [41-50]

Level 5 candidates will identify and discuss a very wide range of content from all three areas above. They will show clear and full awareness of the issues surrounding clone towns and will deploy this to support points they make and conclusions they draw. There will be a wide range of good illustrations and examples. They will demonstrate an awareness of the complexity of the question and their answer will do justice to it. The answer will be clearly structured, written with facility and a pleasure to read.

Level 4 [31- 40]

Level 4 candidates will identify and discuss a wide range of content from all three areas above. They will show clear awareness of the issues surrounding clone towns and will deploy this to support points they make. There will be a range of illustrations and examples. They may demonstrate some awareness of the complexity of the question but their answer may not do justice to it. The answer will be well structured and clearly written.

Level 3 [21-30]

Level 3 candidates will identify and discuss an adequate range of content from at least two of the areas above. They will show an adequate awareness of the issues surrounding clone towns and may use it to support some points they make. There may be some illustrations and examples but their relevance may not always be apparent. Analysis and evaluation will tend to be superficial. The answer will be coherent but may be uneven in spelling and grammar.

Level 2 [11-20]

Level 2 candidates will identify and discuss a limited range of content from at least one of the areas above. They will show a limited awareness of the issues surrounding clone towns. There may be some limited illustrations and examples but their relevance will be unclear. Analysis and evaluation will be limited. The answer will be coherent but will contain a considerable number of errors in spelling and grammar.

Level 1 [0-10]

Level 1 candidates will identify a very restricted range of content from at least one of the areas above. They will show a restricted awareness of the issues surrounding clone towns. There will be little or no illustration and example. Analysis and evaluation will be restricted to simple and un-evidenced comment. The answer may show limited coherence with many errors of spelling and grammar.

SUGGESTED ANNOTATION

Intro	Introduction
I1, I2, I3....	for impact on individuals
Co1, Co2, Co3	for impact on communities
Cu1, Cu2, Cu 3	for impact on culture

Use standard annotation [see Guidance for Examiners above] in addition to these.

- 6 'I think that science itself is morally neutral. But scientists themselves need not be morally neutral. They have moral responsibilities.'

[Professor Stephen Hawking]

Evaluate this statement with reference to one of the following areas of scientific study.

- (a) Genetic Engineering
- (b) Nuclear fusion
- (c) Artificial Intelligence

[50]

QUESTION	AO1	AO2	AO3	AO4	TOTAL
6	7	25	8	10	50

Indicative content

This question has three limbs, ie

- (a) The moral neutrality of science
- (b) The moral neutrality of scientists
- (c) The moral responsibility of scientists

and it is the task of candidates to deal with each of these using one of the listed areas as a case-study to illustrate these three aspects of the question.

(a) The moral neutrality of science

- in its purest form science only describes, explains and predicts
- scientific laws have no morality – the law of gravity is neither good nor bad
- the use, misuse or abuse of science is an outcome of human decision-making
- scientific laws cannot be undone and so
- inventions made as an outcome of scientific research cease to be pure science and become part of society

(b) The moral neutrality of scientists

- “blue skies” scientific research is undertaken purely in a spirit of enquiry in order to add to humanity’s understanding of the world we live in
- scientists are not morally responsible for the use other people make of their inventions – Einstein’s theory made nuclear weapons possible but did not make their use inevitable
- but Louis Feiser consciously invented napalm as a weapon of war
- and Fritz Haber invented Zyklon B as a poison gas
- should scientists then work only on projects they find morally acceptable?
- or on projects from which they can discern only positive outcomes?
- scientists conducting experiments cannot possibly foresee the use to which their results may be put by following generations of scientists

(c) The moral responsibility of scientists

- to assess the moral aspects of their work as rigorously as they examine the scientific aspects
- to prevent, if possible, harmful or unethical use being made of their work
- to avoid eg military research and development projects specifically aimed at producing improved weaponry
- to refuse funding for research where they will not retain ultimate control over their discoveries or fear that they may be misused

CREDIT ANY OTHER VALID POINTS

The above is a suggested scaffold for the essay which candidates will write, although having chosen an area in which to work they will do so in terms of that area. In assessing candidates' answers examiners should evaluate

- the soundness of the candidate's scientific knowledge base with regard to the moral aspects of science [A01]
- their selection of, interpretation, analysis, evaluation and integration of data, concepts and opinions [AO2]
- their understanding of the strengths and limitations of different kinds of knowledge [AO3]
- communication which is clear and accurate [AO4]

Content specific band descriptors

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

Level 5 [41-50]

Level 5 candidates will identify, exemplify and discuss a wide range of content. They will show considerable knowledge of their chosen area, and deploy this information so as to support points they make and conclusions they draw. They will demonstrate awareness of the complexity of the question and their answer will do justice to this. The answer will be clearly structured and written with facility.

Level 4 [31-40]

Level 4 candidates will identify, exemplify and discuss a range of content. They will show a sound knowledge of their chosen area, and support points they make and conclusions they draw with this knowledge. They will demonstrate some awareness of the complexity of the question and their answer may do some justice to this. The answer will be clearly structured and well written.

Level 3 [21-30]

Level 3 candidates will identify, exemplify and discuss an adequate range of content. They will show adequate knowledge of their chosen area, and may support some of their arguments with this. The answer will be clearly written, though it may contain some errors in grammar, spelling and punctuation.

Level 2 [11-20]

Level 2 candidates will discuss a limited range of content. They will show limited knowledge of their chosen area, but will make only limited use of this in making an argument. The answer will contain errors in grammar, spelling and punctuation, and will be unclear in places.

Level 1 [0-10]

Level 1 candidates may mention a restricted range of content. They will show a very limited knowledge of their chosen area, but may well make no use of this in making a series of simple comments. The answer will contain many errors in grammar, spelling and punctuation, and may well be incoherent in places.

SUGGESTED ANNOTATION

Intro	Introduction
Ch	for chosen areas of exemplification
SN	for points about neutral science
SM	for scientists being neutral
MR	for scientists having moral responsibilities

Use standard annotation [see Guidance for Examiners above] in addition to these.

- 7 Source A 'The business of the press is disclosure.'
(John Thaddeus Delane, editor of *The Times* 1841 - 1877)
- Source B 'I buy wood pulp, process it and sell it at a profit.'
(Harold Harmsworth, Chairman of *The Daily Mail*, 1922 – 1932)
- Source C 'After all, we are in the entertainment business.'
(Rupert Murdoch, Chairman of *The Times* 1981 onward)

What changes of emphasis in the nature of the press and the society it serves are implied in these three sources?

Evaluate the effects of these changes.

QUESTION	AO1	AO2	AO3	AO4	TOTAL
7	7	25	8	10	50

Indicative content

(a) The sources, their implications and changes in emphasis

Source A:

- the duty of the press is to inform the public and to do so impartially
- some of what it prints is information some would wish to keep secret
- journalism's role in society is a serious one to be exercised responsibly
- there is a sense that "journalism is the first rough draft of history"
- this source belongs to an age which made clear distinctions between information and entertainment
- *The Times* was then a newspaper of record, a part of the establishment but separate enough from it to take an independent stance
- journalism had a respect for its audience
- the public was prepared to take journalism seriously

Source B:

- a newspaper is first and foremost a product
- its over-riding purpose is to make money for its shareholders
- commercial considerations may therefore outweigh journalistic ones
- there is a conscious cynicism about the role of journalism
- this attitude is congruent with perceived 1920s social attitudes of frivolity
- it may reflect a cultural shift in society away from idealism
- although the Daily Mail was not then a tabloid, this is a tabloid attitude
- there is an implication that the public's needs and wants do not matter
- there is no indication that journalism has any commitment to ethical standards of reporting the truth
- or indeed any responsibility to anyone except the proprietors and shareholders

Source C:

- *The Times* may still be a newspaper of record but it has also changed its aims
- a newspaper which seeks to entertain will exercise different news values from one which seeks to disclose and inform
- this reflects the changing role of journalism as it competes with other news media and a wide range of other print media
- journalism's responsibility to its audience has altered out of all recognition
- the public requires entertainment – information is a secondary requirement
- although this compares unfavourably with Source A it is less cynical than Source B

CREDIT ANY OTHER VALID POINTS**(b) Evaluation of the changes in emphasis**

It is tempting to see a clear trend of deterioration both in journalistic attitudes and public expectations and requirements and it is to be expected that most candidates will identify this. At the same time more able candidates may make some of the more subtle points in the list below to qualify their answers, and a well balanced answer will also qualify some of the negative implications by asserting countervailing positives.

- journalism has changed from a serious social influence to a branch of the entertainment industry
- the implication is that if journalists must choose between truth and entertainment they will favour the latter
- and journalists still investigate and disclose despite having increased the entertainment sections of their newspapers
- the changes reflect a diminishing curiosity on the part of public about the world around them works
- but many other ways of receiving news [radio, tv, mobile phones] have emerged so that journalists have to find ways of attracting and retaining readers – a more entertaining approach is one way of doing this
- this implies a growing trend towards self-contained and self-centred lives
- does a deteriorating press reflect a deteriorating society?
- however, it is possible to see the Victorian journalist's attitude as self-important rather than idealistic
- journalists have considerable power but no responsibility, and this should always be borne in mind, particularly when they are writing about themselves
- but the extracts reveal only part of the story and the free press is still a source of reference for information and disclosure
- and all three of the attitudes implied by the extracts are to be found in the press today
- Harmsworth's attitude may be seen as a realistic antidote to Victorian high-mindedness
- Murdoch's attitude may seem crass but it reflects the realities of the market-place
- As newspapers have to sell, and know what their readers will pay to read.

CREDIT ANY OTHER VALID POINTS

The above is a suggested scaffold for the essay that candidates will write, although having chosen an area in which to work they will do so in terms of that area. In assessing candidates' answers examiners should evaluate:

- the soundness of the candidate's knowledge base with regard to the cultural and social role of journalism [AO1]
- their selection of, interpretation, analysis, evaluation and integration of data, concepts and opinions [AO2]
- their understanding of the strengths and limitations of different kinds of knowledge [AO3]
- communication which is clear and accurate [AO4]

Content specific band descriptors

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

Level 5 [41-50]

Level 5 candidates will identify, exemplify and discuss a very wide range of content, and make knowledgeable reference to journalism and journalists and their roles in society and to the personalities involved in the sources. Their evaluation will show a shrewd appreciation of the complex link between the press and the society it serves. The answer will be very clearly structured and written with facility.

Level 4 [31-40]

Level 4 candidates will identify, exemplify and discuss a wide range of content, and make reference to journalism and journalists and their roles in society. Their evaluation will show a clear appreciation of the link between the press and the society it serves. The answer will be very clearly structured and written with facility.

Level 3 [21-30]

Level 3 candidates will identify and discuss an adequate range of content, and show some awareness of journalism's role in society. They must refer to all three sources, even if one of these references is brief. Their evaluation will show an adequate appreciation of the link between the press and the society it serves. The answer will be adequately structured and clearly enough written.

Level 2 [11-20]

Level 2 candidates will make brief reference to each of the sources, or slightly more extensive reference to two of them, and offer simplistic comment. Assessment of the cultural changes will be limited to simplistic observations on [eg] tabloid journalism and journalists. The answer will contain errors in grammar, spelling and punctuation, and will be unclear in places.

Level 1 [0-10]

Level 1 candidates may make brief reference to each of the sources and offer very simplistic comment on them. There will be limited and simplistic observations on [eg] tabloid journalism and journalists. The answer will contain many errors in grammar, spelling and punctuation, and may well be incoherent in places.

SUGGESTED ANNOTATION

Intro Introduction

A1, A2, A3.... for points arising from Source A

B1, B2, B3.... for points arising from Source B

C1, C2, C3 for points arising from Source C.

Use standard annotation [see Guidance for Examiners above] in addition to these.

F734 Culture, Science and Society: Making Connections

Guidance for Examiners

Do not use ticks. It is essential that your annotations show clearly why marks have been awarded or withheld – your team leader will assess your annotation as well as your accuracy.

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 OR
Key	written beside an underlined choice or key phrase
Rubric	rubric infringement
D	description
R	reason
Rep	repetition, often of the question
Ev	evaluation

Stages to an essay mark

Read and annotate **fully** the candidate's response, using any question specific annotations agreed at Standardisation. Review your annotation, and then consider at which level the answer is located. Consider its position within the level and a possible mark.

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

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

You must make comments additional to the AO statements but **NOT** instead of them. Such comments must be positive and specific, eg *excellent use of specialist knowledge AO1, notable for clarity and elegance AO4, some unusual eg's well developed, well intergrated AO2, the inclusion of personal experience and different perspectives AO3.*

Enter the final mark in a circle.

If bullet points are used where continuous prose is asked for, a maximum of 30 marks is available for a 50-mark question.

Generic Mark Scheme for questions worth 50 marks

AO1	Level descriptor The candidate demonstrates the following abilities where appropriate to:	Marks
Level 5	<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
Level 4	<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
Level 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
Level 2	<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
Level 1	<ul style="list-style-type: none"> select, use and integrate some knowledge which may not be accurate show a restricted of the concepts involved. 	1-2
AO2	Level descriptor The candidate demonstrates the following abilities where appropriate to:	Marks
Level 5	<ul style="list-style-type: none"> intepret and analyse issues and problems well and evaluate them appropriately use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence. 	13-15
Level 4	<ul style="list-style-type: none"> interpret and analyse issues and problems and evaluate them competently use evidence to develop reasoned arguments and draw conclusions on the evidence. 	10-12
Level 3	<ul style="list-style-type: none"> undertake some interpretation and analysis of issues and problems and make a superficial evaluation use evidence to develop arguments and draw conclusions. 	7-9
Level 2	<ul style="list-style-type: none"> demonstrate limited interpretation and analysis of issues and problems with limited evaluation use evidence to develop limited arguments and draw limited conclusions. 	4-6
Level 1	<ul style="list-style-type: none"> demonstrate poor interpretation and analysis of issues, problems and evaluation recognise arguments and conclusion. 	1-3

AO3	Level descriptor The candidate demonstrates the following abilities where appropriate to:	Marks
Level 5	<ul style="list-style-type: none"> demonstrate very good awareness of the differences between types of knowledge have a very good appreciation of the strengths and limitations of the different types of knowledge. 	13-15
Level 4	<ul style="list-style-type: none"> demonstrate good awareness of the differences between types of knowledge have a good appreciation of the strengths and limitations of the different types of knowledge. 	10-12
Level 3	<ul style="list-style-type: none"> demonstrate awareness of the differences between types of knowledge have an appreciation of the strengths and limitations of the different types of knowledge. 	7-9
Level 2	<ul style="list-style-type: none"> demonstrate limited awareness of the differences between types of knowledge have a restricted appreciation of the strengths and limitations of the different types of knowledge. 	4-6
Level 1	<ul style="list-style-type: none"> demonstrate very limited awareness of the differences between types of knowledge have a very restricted appreciation of the strengths and limitations of the different types of knowledge. 	1-3
AO4	Level descriptor The candidate demonstrates the following abilities where appropriate to:	Marks
Level 5	<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
Level 4	<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 accuracy and facility. 	7-8
Level 3	<ul style="list-style-type: none"> communicate clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way use some of the rules of grammar, punctuation and spelling with accuracy and facility. 	5-6
Level 2	<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
Level 1	<ul style="list-style-type: none"> communicate with little clarity, using occasional specialist terms use poor grammar and punctuation, and inaccurate spelling. 	1-2

Answer **both** questions

QUESTION 1

Assessment objectives balance

Question	AO1	AO2	AO3	AO4	Total
Number 1	10	15	15	10	50

Using the sources and your own knowledge and experience, consider to what extent volunteering offers cultural, scientific and social benefits to society. [50]

General Comment:

The National Trust is only one of many organisations within which people can volunteer. The article raises some issues to which candidates might make reference in their response: the issue of time which people have to volunteer, the age of volunteers, volunteering as part of a learning process or even a selfish means to an end, common perceptions of volunteering and of volunteers. The photograph offers another method by which people volunteer. This method may well prove to be the stimulus for weaker candidates who will be unable to consider other scientific ways in which volunteering can take place.

Connections:

There are a number of connections to domains. Some candidates may introduce additional knowledge about processes in other countries and should make reference to their own knowledge or experience, or experience of friends or family

Cultural

- is an expression of humanism
- various volunteer organisations and their current popularity: Scouts, Guides, Boys' Brigade, Cadets
- expectations of some cultures that volunteering is a natural process of development and growing up
- fills the gap left by the extended family
- suspicious nature of the 'public' to those who volunteer to work with specific age groups
- if someone needs help from a volunteer, s/he may be made to feel inadequate.

Scientific

- volunteering for projects such as research into medical testing
- volunteering by donation: blood (as in photograph) or organ donation
- volunteering as part of support groups, eg for cancer sufferers
- volunteering within hospitals such as serving tea, selling goods from trolleys
- volunteering is enabled by improved technology
- volunteering for some schemes could endanger the individual.

Social

- CRB checks and the issue of the number of volunteers who work with children
- individual attitudes to volunteering
- method of meeting people and/or learning new skills
- extension or supplement to work experience which might in turn lead to employment of a permanent or part time nature
- volunteering runs counter to a litigious society
- reference to the economic 'cost' of volunteering: travel, equipment, costs to organisations for CRB checks/references
- there are issues of safety of groups or individuals who are receivers of volunteering

- issues of legal protection for those who are receivers or who are volunteering
- negative or ulterior motives of some people who volunteer
- expectation that people should be in paid employment (political or economic pressure to 'get something for nothing').

The above suggestions are not exhaustive. Candidates may well suggest other, valid, methods which should receive credit.

To what extent volunteering offers cultural, scientific and social benefits to society

Candidates accessing the higher marks will offer a full response to this section considering any benefits volunteering may have for both individuals and society. Some may consider the issue of 'compulsory volunteering' at age 18 to 25 such as is evidenced in some other countries. Benefits of volunteering to society might include a greater appreciation of cultural differences and a decrease in racial or religious tension. There might be discussions about the value of compulsory volunteering in preference to national service. Some candidates might discuss issues relating to the erosion of professionalism, or whether there is a place for volunteering in a materialistic society. There will be a conclusion which will offer an opinion in relation to the question.

Criteria for judgements

- Clear identification of responses which consider each of the domains
- Appropriate and relevant examples
- Clear format, with evidence of communication skills and appropriate language and terminology
- Conclusion based on points put forward, and which considers an 'extent'.

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

Level	Descriptor	Marks
Level 5	In addition to an articulate, cogent and comprehensive answer (AO4) which is supported by a very good range of knowledge (AO1), candidates will examine each domain clearly. They will consider all aspects of the question. They will discuss the ways in which volunteering can be seen as beneficial but also show very good awareness of the ways in which information can be interpreted. (AO3) There will be a conclusion which will offer an assessment of the extent to which volunteering can be beneficial. (AO2)	41-50
Level 4	Ideas will be communicated in a clear and accurate manner (AO4) which demonstrates a good range of knowledge. (AO1) Candidates will examine each domain clearly. They will consider all aspects of the question. They will show an appreciation of the ways in which information can be interpreted (AO3) and offer a competent assessment of the extent to which volunteering can be beneficial. (AO2)	31-40
Level 3	Ideas will be communicated clearly. (AO4) Candidates will show an adequate understanding of the concepts involved (AO1) and will examine each domain. They will show an awareness of the ways in which information can be interpreted. (AO3) There will be some analysis of the benefits which volunteering offers and some conclusions will be drawn. (AO2)	21-30

Level	Descriptor	Marks
Level 2	Candidates will produce a response which lacks clarity (AO4), and demonstrates a limited range of knowledge. (AO1) They will consider two or three domains but demonstrate a restricted appreciation of the ways this knowledge can be interpreted. (AO3) There will be limited analysis of information offered and limited conclusions will be drawn. (AO2)	11-20
Level 1	These candidates will demonstrate a restricted understanding of the benefits (AO1). Their interpretation of the benefits will be poor (AO2) with a very restricted appreciation of any strengths and weaknesses (AO3). They will communicate with little clarity (AO4).	1-10
	<p>Recommended Annotation</p> <p>Intro for introduction S1, S2, S3 for reference to each of the sources SC1, SC2... for scientific benefit to society CU1, CU2... for cultural benefit to society SO1, SO2... for social benefit to society Ext for assessment of the extent (eg reservations or negative points) Dev for development eg for examples Conc. for conclusion.</p>	

QUESTION 2**Assessment objectives balance**

Question	AO1	AO2	AO3	AO4	Total
Number 2	10	15	15	10	50

Using the sources and your own knowledge and personal experience, consider the suggestion that the growth of electronic communication is having a negative rather than positive impact on modern culture, science and society.

[50]

General Comment:

The question has two distinct elements: a consideration of whether the growth of electronic communication has a negative or positive effect on communication (eg letters, telegrams, phone calls); and the inclusion of relevant and appropriate examples from the domains.

The more conventional methods of sending and receiving information have been in decline since the advent of the internet and the development of electronic mail. In addition the need for the Post Office to rationalise its service might also be due to a decline in usage of the postal service, and also an increase in services which were previously offered by the Post Office now being accessible by other methods, eg purchase of postage stamps, receipt of government allowances.

Websites offering the sharing of information, pictures, and 'chat' facilities have altered the way in which opportunities for communication arise. In addition the ever increasing capabilities of mobile telephones may all have contributed to different methods of communicating.

Connections:

There are a number of connections to domains. The culture of writing letters seems to be in decline; improvements in science and technology have meant that the ways in which information can be transferred has altered, together with the speed, amount and distance. Socially the use of the mobile telephone for communication, particularly text messaging, has increased.

Ways of electronic communication include:

- e-newspapers, e-books, blogs
- mobile phones and landlines
- electronic signals from remote sender.

Positive cultural impacts include:

- flow of information between cultures
- opening flow of some closed or restricted cultural groups.

Negative cultural impacts include:

- intrusion of diluting influences
- challenges to accepted practices
- targeted advertising on impressionable groups.

Positive social impacts include:

- rapid contact in emergency
- e-communities increase contact, global scale
- e-commerce and the ability to buy on-line
- allows the individual freedom 'to do their own thing'
- safer communication from own home, filtering of contacts.

Negative social impacts include:

- intrusion of privacy
- loss of hard copy records
- threat to high street retail outlets
- peer pressure to conform via electronic communication
- grooming and paedophilia.

Positive scientific impacts include:

- access to data and peer researchers
- sophisticated remote monitoring machines eg in space.

Negative scientific impacts include:

- hacking into secure databases
- guides weapons
- new avenues for crime.

Examiners may find some of these stated into different terms and allocated to another domain. They will also read other ideas. In both cases examiners should be relaxed in allocating a domain location. There is overlap.

Criteria for judgements

- Clear identification of responses which consider each of the domains
- Appropriate and relevant examples
- Clear format, with evidence of communication skills and appropriate language and terminology
- Recognition of the ways in which a variety of communication methods can have a negative or positive impact upon the various domains
- Conclusion based on points put forward.

These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

Level	Descriptor	Marks
Level 5	In addition to an articulate, cogent and comprehensive answer (AO4) which is supported by a very good range of knowledge (AO1), candidates will examine each domain clearly. They will consider all aspects of the question. They will show very good awareness of the ways in which electronic communication can have a negative or positive impact on aspects of modern life. (AO3) There will be a sound conclusion resulting from a complex and reasoned analysis of points raised and clear assessment of the balance of positive and negative effects. (AO2)	41-50
Level 4	Ideas will be communicated in a clear and accurate manner (AO4) which demonstrates a good range of knowledge. (AO1) Candidates will examine each domain clearly. They will consider all aspects of the question. They will show an appreciation of the ways in which information can be interpreted (AO3) and offer a competent assessment of the suggestion that the growth of electronic communication is having a negative rather than positive impact in modern culture, science and society. (AO2)	31-40

Level	Descriptor	Marks
Level 3	Ideas will be communicated clearly. (AO4) Candidates will show an adequate understanding of the concepts involved (AO1) and will examine each domain. They will show an awareness of the ways in which information can be interpreted. (AO3) There will be some analysis and evaluation of whether electronic communication has a negative or positive impact upon each of the domains. (AO2)	21-30
Level 2	Candidates will produce a response which lacks clarity (AO4), and demonstrates a limited range of knowledge. (AO1) They will consider two or three domains but demonstrate a restricted appreciation of the ways this knowledge can be interpreted. (AO3) There will be limited analysis of information offered and limited conclusions will be drawn. (AO2)	11-20
Level 1	These candidates will demonstrate a restricted understanding of the impact of electronic communication (AO1). Their interpretation of its impact will be poor (AO2) with a very restricted appreciation of any strengths and weaknesses (AO3). They will communicate with little clarity. (AO4)	1-10
	<p>Recommended Annotation</p> <p>Intro for introduction S4 for reference to source 4 S5 for reference to source 5 SC⁺ and SC⁻ for scientific impacts CU⁺ and CU⁻ for cultural impacts SO⁺ and SO⁻ for social impacts Ext for assessment of the extent of the impact Dev for development of points eg for examples Conc. for conclusion.</p>	

Grade Thresholds

Advanced GCE General Studies (H479)
 Advanced Subsidiary GCE General Studies (H079)
 January 2010 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F731	Raw	120	92	83	74	65	56	0
	UMS	140	112	98	84	70	56	0
F732	Raw	60	45	40	35	30	26	0
	UMS	60	48	42	36	30	24	0
F733	Raw	100	68	62	56	50	45	0
	UMS	100	80	70	60	50	40	0
F734	Raw	100	72	66	60	54	48	0
	UMS	100	80	70	60	50	40	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
H079	200	160	140	120	100	80	0

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

	A	B	C	D	E	U	Total Number of Candidates
H079	7.3	22.4	47.1	70.0	87.2	100.0	4407

4407 candidates aggregated this series for Advanced Subsidiary GCE General Studies (H079).

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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