

General Studies

Advanced GCE **2965**

The Scientific and Cultural Domains

Mark Scheme for June 2010

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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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Generic Mark Scheme for 50 mark questions in Sections A and B

Band	Level Descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	44-50
AO1	<ul style="list-style-type: none"> select, use and integrate a very good range of relevant knowledge show a good understanding of the concepts involved 	
AO2	<ul style="list-style-type: none"> communicate complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility 	
AO3	<ul style="list-style-type: none"> analyse issues and problems well and evaluate them appropriately develop complex reasoned arguments and draw sound conclusions on the evidence 	
AO4	<ul style="list-style-type: none"> demonstrate very good awareness of the differences between types of knowledge have a good grasp of the limitations of the different types of knowledge. 	
Band 2	The candidate demonstrates the following abilities where appropriate to:	35-43
AO1	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge show an understanding of the concepts involved 	
AO2	<ul style="list-style-type: none"> communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way use a range of the rules of grammar, punctuation and spelling with facility 	
AO3	<ul style="list-style-type: none"> analyse issues and problems and evaluate them competently develop reasoned arguments and draw conclusions on the evidence 	
AO4	<ul style="list-style-type: none"> demonstrate good awareness of the differences between types of knowledge have a good grasp of the limitations of the different types of knowledge. 	
Band 3	The candidate demonstrates the following abilities where appropriate to:	23-34
AO1	<ul style="list-style-type: none"> select, use and integrate a range of relevant knowledge show an adequate understanding of the concepts involved 	
AO2	<ul style="list-style-type: none"> communicate ideas clearly, using some specialist vocabulary with facility use some of the rules of grammar, punctuation and spelling with facility 	
AO3	<ul style="list-style-type: none"> undertake some analysis of issues and problems and make a superficial evaluation develop arguments and draw conclusions 	
AO4	<ul style="list-style-type: none"> demonstrate awareness of the differences between types of knowledge have a grasp of the limitations of the different types of knowledge. 	
Band 4	The candidate demonstrates the following abilities where appropriate to:	11-22
AO1	<ul style="list-style-type: none"> select, use and integrate a limited range of knowledge show a modest understanding of the concepts involved 	
AO2	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary use some rules of grammar, punctuation and spelling 	
AO3	<ul style="list-style-type: none"> demonstrate limited analysis of issues and problems with limited evaluation develop limited arguments and draw limited conclusions 	
AO4	<ul style="list-style-type: none"> demonstrate limited awareness of the differences between types of knowledge have a restricted grasp of the limitations of the different types of knowledge. 	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-10
AO1	<ul style="list-style-type: none"> select, use and integrate some knowledge show a restricted understanding of the concepts involved 	
AO2	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms use poor grammar and punctuation and inaccurate spelling 	
AO3	<ul style="list-style-type: none"> undertake poor analysis of issues, problems and evaluation recognise arguments and conclusions 	
AO4	<ul style="list-style-type: none"> demonstrate a very limited awareness of the differences between types of knowledge have a very restricted grasp of the limitations of the different types of knowledge. 	

Section A

The Scientific Domain

Answer **one** question from this section.

1	<p>‘Over the centuries scientists have made progress in developing solutions to health problems, but at a cost’. Assess this statement with reference to <u>two</u> developments in the improvement of health.</p> <p>Please use the generic mark scheme for 50 marks to make a final assessment.</p> <p>Assessment Objectives balance</p> <table><tr><td></td><td>AO1</td><td>AO2</td><td>AO3</td><td>AO4</td></tr><tr><td>Marks</td><td>16</td><td>9</td><td>16</td><td>9</td></tr></table> <p>The question has two main thrusts:</p> <ul style="list-style-type: none">• developing solutions to the problems faced by people• but at a cost. <p>The focus has to be upon the improvement of general health. Candidates do not need to cover the two thrusts as separate items.</p> <p>Indicative content</p> <p>Examples of the many areas that could be selected are:</p> <ul style="list-style-type: none">• problems of urban diseases cleared up by better water supply but at a cost of invasion of the rural water resources to built reservoirs• production of better fertilisers to increase food production but the pollution of water courses has become a consequence• use of radiography in many parts of the health service but cost to the early pioneer scientists• exploration of more complex surgical procedures to save a minority of lives but at great expense (note the financial interpretation of cost)• medicine has increased life expectancy and this is proving very costly to society in terms of housing and health provision• new successful treatments with unforeseen side effects• development and use of antibiotics is followed by more resistant viruses.		AO1	AO2	AO3	AO4	Marks	16	9	16	9	[50]
	AO1	AO2	AO3	AO4								
Marks	16	9	16	9								
Bands	Descriptors	Marks										
Band 1	These candidates are expected to cite two examples and describe their development to solve problems. Crucially they will assess the costs involved. Their answers will be clear and written with facility.	44-50										
Band 3	These candidates will be able to cite their chosen development and the problems they were intended to solve. The links at this point will not be strong. The assessment they present will contain some substance. Their answers will be clear though limited in terms of facility.	23-34										
Band 4	These candidates will identify their developments and the problems arising in general terms. Their assessment of the cost involved will be at best superficial. Their answers will lack clarity and contain errors of spelling, punctuation and grammar.	11-22										

	Recommended annotation Intro for introduction D1 and D2 for the two developments identified H1 and H2 links to health (may be implicit or obvious) P1 and P2 for problems solved C1 and C2 aspects of costs involved Dev for development Ass for assessment Conc. for conclusion.	
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2	Describe <u>one</u> development in telecommunications that you feel has raised social and/or environmental problems. Explain the problems that have arisen and suggest how they might be reduced.				[50]	
	Assessment Objectives Balance					
		AO1	AO2	AO3		AO4
	Marks	16	9	16		9
	Please use the generic mark scheme for 50 marks to make a final assessment.					
The question has three parts:						
<ul style="list-style-type: none">• description of one development• explanation of the problems raised• suggestions to reduce problems.						
Indicative content						
Examiners should note the ‘and/or’ structure of the question. This means that answers can focus upon social or environmental problems or include both. The distinction between them is not easy in some cases. Hence this liberal position.						
Developments that might be selected:						
<ul style="list-style-type: none">• mobile telephones• e mail and the internet• TV sales channels• electronic transmission of data.						
Explanation of the problems arising:						
<ul style="list-style-type: none">• intrusion• costs• health hazards• loss of environment to masts/towers• aesthetic issues eg satellite aerials/dishes• pornography• crime.						
Suggestions for reduction:						
<ul style="list-style-type: none">• independent research on fears• fire walls and virus detection• greater regulatory control.						
Bands	Descriptors				Marks	
Band 1	These candidates will describe a development in telecommunications, with some detail, and explain the problems arising. They will make at least two suggestions to alleviate the problems. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.				44-50	
Band 3	These candidates will describe a development in telecommunications and a problem arising. Their attempts to suggest solutions will not be convincing. The response will be clear but contain some errors of SPG and modest structure.				23-34	
Band 4	These candidates will describe a development in telecommunications with some explanation of the problems arising. Their command of AO2 will be limited and inaccurate.				11-22	

	Recommended annotation Intro. for introduction D for aspects of the development P1, P2 and P3 for problems arising S1, S2 and S3 for suggestion of solutions Dev for development Conc. for conclusion.	
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3	<p>Everyone appears to agree that we must conserve our scarce resources and yet we consume more and more. Describe <u>three</u> ways in which life today encourages people to use more resources. How might we be persuaded to consume less and conserve more?</p> <p>Please use the guidelines at the beginning of this mark scheme to achieve your final mark</p> <p>Assessment Objectives balance</p> <table><tr><td></td><td>AO1</td><td>AO2</td><td>AO3</td><td>AO4</td></tr><tr><td>Marks</td><td>16</td><td>9</td><td>16</td><td>9</td></tr></table> <p>This question involves:</p> <ul style="list-style-type: none">• understanding consumption and conservation• description of three ways in which we are encouraged to consume more• suggestion(s) of how people might be persuaded to consume less and conserve more. <p>Indicative content</p> <p>Ways in which life encourages use of more resources:</p> <ul style="list-style-type: none">• advertising• packaging• desire to move out of cities and travel to work• central heating• air conditioning• encouragement to foreign travel• promotion of image of status for those who go further, do more, are busier and dynamic• global nature of business• competition to promote savings may increase resource use• desire for material comforts• ability to free sufferers from pain, access to new treatments. <p>Ways to lower consumption and greater conservation:</p> <ul style="list-style-type: none">• publicity campaigns• newspapers and television• political action• taxes• available recycling• road charges• new values that encourage a quieter and less mobile lifestyle• stronger religious beliefs and patterns of worship• valuing the past over the future. <p>Any candidate recognising the tensions between these two list should be well rewarded. eg many businesses do not cope if demand steadies or falls.</p>		AO1	AO2	AO3	AO4	Marks	16	9	16	9	[50]
	AO1	AO2	AO3	AO4								
Marks	16	9	16	9								

Bands	Descriptors	Marks
Band 1	These candidates will be able to give three ways in which we are encouraged to consume and two of these will be developed. They will offer at least three ways in which we might be persuaded to consume less. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	44-50
Band 3	These candidates will be able to give two or three ways with little development, they will suggest some ways we could be persuaded but with little development. The response will be clear but contain some errors of SPG and modest structure.	23-34
Band 4	These candidates will offer something in one or other part of the question. Their communication will be limited in clarity and contain errors of SPG	11-22
	Recommended annotation Intro for introduction U for understanding of use/consumption Con for understanding of conservation W1, W2 and W3 for 3 ways in which we are encouraged to consume P1, P2... for ways we can be persuaded to conserve/ reduce consumption Dev for development eg for examples AO4 for personal experience or points about rules eg developed nations are changing the rules now they are developed Conc. for conclusion.	

Section B

The Cultural Domain

Answer **one** question from this section.

4	<p>Nationalism involves a desire for the political independence of your country and love of your nation and is often associated with the belief that your nation is better than others.</p> <p>Describe <u>three</u> ways in which people in the UK are encouraged to be nationalistic. How far can nationalism act as a substitute for religion in the everyday lives of people?</p> <p>Assessment Objectives balance</p> <table><tr><td></td><td>AO1</td><td>AO2</td><td>AO3</td><td>AO4</td></tr><tr><td>Marks</td><td>16</td><td>9</td><td>16</td><td>9</td></tr></table> <p>The question is in two parts:</p> <ul style="list-style-type: none">ways in which nationalism is encouraged;how far can nationalism act as a substitute for religion. <p>Indicative content</p> <p>Ways in which nationalism is encouraged:</p> <ul style="list-style-type: none">media coverage of key eventsnational celebrations, often linked to royaltynational sports teams, selling of flags and shirtscelebrations of sporting successes eg gold medalspropaganda of extremist parties eg BNPregional assemblies for Wales and Scotlandcitizenship ceremoniesissues of national defencelack of reporting of foreign newscomedy stereotypestelevision documentaries raising concerns. <p>Note that some candidates may write about patriotism which can be defined as ‘a love and loyalty’ to one’s country.</p> <p>Role of religion in everyday life which Nationalism does not address or falls short of include:</p> <ul style="list-style-type: none">belief in something greater than the individualexistence of Supreme Beingworship ritualsmoral guidance to actions, ethical basis for lifeposition of sin, prayer and forgivenesschurch as community for support. <p>Ways in which Nationalism may complement or substitute for religion include:</p> <ul style="list-style-type: none">some identification of the role of religion in everyday lifeaids sense of national identitysecurity through state religionpride in national ceremonies that include religious aspectslink of national anthem to sport		AO1	AO2	AO3	AO4	Marks	16	9	16	9	[50]
	AO1	AO2	AO3	AO4								
Marks	16	9	16	9								

	<ul style="list-style-type: none"> • may support existing institutions • religion and nationalism can provide overlapping checklist/code for behaviour. 	
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Bands	Descriptors	Marks
Band 1	These candidates will provide developed descriptions of three ways in which people in the UK are encouraged to be more nationalistic. They will make points for and against nationalism acting as a substitute for religion in everyday life. Their answers will be clear and ordered and communicated with facility.	44-50
Band 3	These candidates will describe three ways in which people in the UK are encouraged to be more nationalistic. They will make points for or against nationalism acting as a substitute for religion in everyday life. These answers will be clear and well ordered though their clarity will be uneven. Candidates only addressing one part of the question will achieve a maximum of Band 3.	23-34
Band 4	These candidates will outline two ways in which we are encouraged to be nationalistic. They will make very limited points for and against nationalism acting as a substitute for religion in everyday life. These answers will be clear though their clarity may be limited.	11-22
	Recommended annotation Intro for introduction W1,W2, W3 for ways R1, R2 .. for role of religion L+, L- for linkage of religion and nationalism Conc. for conclusion.	

5	<p>Each year panels of judges award prizes to successful people in the following categories:</p> <ul style="list-style-type: none">architects responsible for the renovation of old buildingsdesigners of a summer clothes collectionartists painting landscape picturesnews photographerssculptors using recycled materialslyricists for a stage or screen musicalauthors of popular fiction. <p>Select <u>one</u> of these categories.</p> <p>Identify and justify <u>five</u> criteria the judges might use to make an award in that category.</p> <p>Identify with reasons <u>two</u> additional criteria which might be proposed but which you would resist.</p> <p>Please use the guidelines at the beginning of this mark scheme to achieve your final mark.</p> <p>Assessment Objectives balance</p> <table><tr><td></td><td>AO1</td><td>AO2</td><td>AO3</td><td>AO4</td></tr><tr><td>Marks</td><td>16</td><td>9</td><td>16</td><td>9</td></tr></table> <p>This question involves:</p> <ul style="list-style-type: none">selection of one of the categoriesidentification and justification of five criteriaidentification of two additional criteria to be resisted. <p>Indicative content</p> <p>Criteria could include:</p> <ul style="list-style-type: none">innovation, something new to surprise or shockskilled craftsmanshippopular acclaim, peer review, comments of criticsclarity of messagecontent of messagecommercial success, cost effectivenessinfluence on other creative peopleuse of materialsfit to location. <p>Criteria that would be rejected include:</p> <ul style="list-style-type: none">educational background eg collegesocial background eg unemployed or elitecomments by the criticscommercial sponsorfinancial aspectsnationality.		AO1	AO2	AO3	AO4	Marks	16	9	16	9	[50]
	AO1	AO2	AO3	AO4								
Marks	16	9	16	9								

Bands	Descriptors	Marks
Band 1	These candidates will make a clear selection of one of the categories. They will identify five acceptable criteria and provide a developed justification for each. They will offer two criteria to be rejected, making clear the reasons. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	44-50
Band 3	These candidates will select one category. They will identify at least four criteria though their justification will be limited. They will outline one criterion that would be rejected. Their response will be clear but contain some errors of SPG and modest structure.	23-34
Band 4	These candidates will select one of the categories. They will offer at least three criteria in simple terms. They will offer one criterion that would be rejected. Their command of AO2 will be limited and inaccurate.	11-22
	Recommended annotation Intro for introduction N for name of chosen category C1, C2, C3, C4, C5 for judges criteria identified J1, J2, J3, J4, J5.. for the justification R1 and R2 for rejected criterion Dev for development Conc. for conclusion.	

6	<p>A number of writers have suggested that the purpose of creative people is to present a ‘mirror or lamp’ to society. What do you think is suggested by the phrase ‘mirror or lamp’? Assess <u>two</u> of the ways in which creative people hold up a mirror or lamp to society.</p>	[50]		
Assessment Objectives Balance				
	AO1	AO2	AO3	AO4
Marks	16	9	16	9
<p>Please use the generic mark scheme for 50 marks to make a final assessment.</p> <p>The question has three main parts:</p> <ul style="list-style-type: none">• interpretation of the phrase ‘mirror or lamp’• two ways in which creative people hold up a mirror or lamp• assessment of the impact of creative people.				
Indicative content				
<p>Mirror or lamp:</p> <ul style="list-style-type: none">• mirror to reflect society; expresses values• allows society to see itself from different perspective• allows society to look without engagement• sheds light upon society• allows clearer view of darker places• known problems made clearer• shows the way forward• allows poetic licence of the crazy mirror/distortion• provides guide for those who have lost their way. <p>Assessment of the ways creative people hold a mirror or lamp to society:</p> <ul style="list-style-type: none">• architects may restore a building to mirror its former magnificence or may refashion it to show its use for the future• designers of clothes include elements of past fashions to evoke former times, to provide commentary on heritage, or a lamp to show the future with new materials or trends• camera people providing a record of events with directors drawing attention to particular messages• portrait and landscape painters, particularly before film, provided selective record• writers reflecting the society as they see it and pointing to aspects that they believe should change. <p>Assessment but:</p> <ul style="list-style-type: none">• mirrors reflect back in a passive way• perspectives can distort• creative licence• selective positioning of the light.				

Bands	Descriptors	Marks
Band 1	These candidates will include an interpretation of 'mirror' and of 'lamp'. They will be able to show command of these ideas. They will offer a developed account of two ways creative people hold up a mirror or lamp to society. Their answers will be written clearly with accurate SPG and sound structure including an introduction and conclusion.	44-50
Band 3	These candidates will offer some ideas on the concepts of mirror and lamp. They will also be able to suggest at least one way in which creative people hold up a mirror or lamp but their accounts will not be developed. The response will be clear but contain some errors of SPG and modest structure.	23-34
Band 4	These candidates will offer an idea for mirror and lamp. They will also offer one way in which creative people use the idea of mirror or lamp but the account will be insecure. Their command of AO2 will be limited and inaccurate.	11-22
	Recommended annotation Intro for introduction M for points about the mirror aspect of the phrase L for points about the lamp aspects of the phrase eg for chosen aspect of creative work W1 and W2 for impacts (mirror or lamp) Ass for assessment of the impact Conc. for conclusion.	

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