

## **General Studies**

Advanced GCE **2968**

Culture, Science and Society: Making Connections

### **Mark Scheme for June 2010**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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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### Guidance for Examiners

Use the following annotations. **Do not use ticks.** In any one script you are not expected to use all of these.

Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
NAQ	not answering the question
eg	appropriate example
Sp/G/Eng	spelling, grammar and language error; you are not expected to correct all of them
(....)	indicates a choice or a key phrase
<b>D</b>	description
<b>R</b>	reason
<b>Rep</b>	repetition, often of the question

### Stages to an essay mark

Read and annotate the candidate response.

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

Consider its position within the band and a possible mark. Fine tune the mark by thinking about Assessment Objectives.

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

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

Enter the final mark in a circle.

Examiners should apply the generic mark scheme to make their initial assessment using a 'best fit', holistic approach. Reference should be made to the indicative content and the assessment objectives to arrive at the final mark.

### Generic Levels Mark Scheme

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

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

Section A				
Question Number	Answer			Marks
1	Outline and justify your view of the future using the source material and your own ideas. In your answer you should refer to scientific, social and cultural aspects.			[50]
Assessment Objectives Balance				
	AO1	AO2	AO3	AO4
Marks	12	6	13	19
	This question involves: <ul style="list-style-type: none"><li>• review of the four quotations</li><li>• interpretation of the two visual sources</li><li>• candidates outlining their view of the future</li><li>• candidates justifying their view of the future</li><li>• including reference to scientific, social and cultural aspects.</li></ul>			
	<b>Indicative content</b> <p>The source material offers the following possibilities:</p> <p><b>Source 1</b></p> <p>Quotation 1: Dawkins offers two possibilities for the future which represent two extremes; a return to days prior to civilisation – barbarism without rules or order – or a movement away from our planet to inhabit new worlds in the universe due to the advancements in science and technology and, inevitably, the coming together of mankind in one unit.</p> <p>Quotation 2: Orwell’s view is that of a world dominated by a culture of discipline, hierarchy, tyranny, cruelty, barbarism, the idea of there always being an authority which will stamp out the ‘small man.’</p> <p>Quotation 3: Ahern’s optimism for a better Ireland. An example of the fact that something good can emerge from something bad.</p> <p>Quotation 4: Einstein’s philosophy being that there is no future since all three are merged into one. The future has the capacity to be different yet the future develops from the past. Can the future be different from the past?</p> <p><b>Source 2</b></p> <p>The earth, a computer keyboard and a mouse made more significant by the idea of the keyboard being pasted onto the globe, as if it has become an integral part of the world’s existence, or possibly ICT makes the world go round? The mouse is clearly an indicator of control and, of course, it needs to be controlled by human hand – a significant observation!</p>			

	<p><b>Source 3</b></p> <p>A different take on the idea of the future. Candidates should be aware of the idea of dwindling energy resources. Here is an illustration indicating our reliance on oil – it may well serve as a useful supply of ideas for alternatives to oil and the ways in which mankind will have to adapt to the inevitability of changing circumstances.</p> <p>This open-ended essay gives an opportunity for candidates to cover a number of domains offering and developing a personal insight into the future of the world. This may involve the inclusion and the coverage of the following themes, a list which is by no means exhaustive:</p> <p><b>Scientific</b></p> <ul style="list-style-type: none"> <li>• developing and inventing new ideas</li> <li>• stewardship and ecological planning</li> <li>• exploitation of the universe</li> <li>• sustainable planning.</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• changes in social attitudes for better or worse</li> <li>• end to conflict and greater harmony</li> <li>• development of global politics</li> <li>• globalisation of economies and interdependence.</li> </ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>• changes in cultural attitudes for better or worse</li> <li>• greater tolerance and understanding of the ways of others</li> <li>• greater cultural diversity and merging.</li> </ul>	
<b>Band 1</b>	<p>These candidates will present a clear view of the future. (AO1) They will refer to all three domains though only two of them are developed. They will justify their views in at least two of the domains and make effective use of parts of at least two sources. (AO3) The views they express will be presented through solid arguments and based upon evidence or experience. High marks can be awarded where a candidates point out any limitations or reservations to their arguments. (AO4) The essay will be articulate using appropriate vocabulary with few errors. (AO2)</p>	<b>41-50</b>
<b>Band 3</b>	<p>These candidates will present their views with some sense of the future. (AO1) They will refer to at least two domains though one of these may only be in token terms. They will justify their views and make some use of parts of two sources. (AO3) The views presented will be supported by sparse evidence with little evidence of any limitations to their views. (AO4) The essay will be clear but contain some errors or non-sequiturs and may lack cohesion. (AO2)</p>	<b>21-30</b>
<b>Band 4</b>	<p>The essays will have a distinct lack of clarity and the ideas presented will be in simple terms. (AO1) There will be passing reference either to a source or two of the domains. There will be little evidence of justification. (AO3) There will be little evidence of arguments or the use of experience. (AO4) The essays will be poorly constructed with a lack of clarity of meaning. They will contain grammatical or spelling errors. (AO2)</p>	<b>11-20</b>

	<b>Recommended annotation</b> <b>Intro</b> for introduction <b>V1, V2, V3</b> for views of aspects of the future <b>Sc1, So1 and Cu 1</b> for reference to the three domains <b>Source 1, Source 2 and Source 3</b> for reference to the sources <b>J1, J2, J3</b> for signs of justification <b>eg</b> for examples <b>AO4</b> for any sign of the use of personal experience or argument <b>Conc</b> for a conclusion	
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Section B				
2	Consider and analyse the ways in which parents and other agencies might attempt to solve the problems concerning obesity which are raised by the source material. You should refer to scientific, social and cultural aspects of obesity.			[50]
Assessment Objectives Balance				
	AO1	AO2	AO3	AO4
Marks	12	6	13	19
	This question involves: <ul style="list-style-type: none"><li>reading source 4 and recognising the problems it raises concerning obesity</li><li>interpreting source 5 in terms of the message it has concerning obesity</li><li>analysing the ways in which parents and other agencies might attempt to solve the problems of obesity</li><li>making reference to the scientific, social and cultural aspects of obesity.</li></ul>			
	<b>Indicative content</b> The stimulus material covers the following themes:  <b>Source 4</b> Paragraph 1 <ul style="list-style-type: none"><li>children’s diets are a cause for concern</li><li>the media has helped to publicise the general concern for children’s health</li><li>the media have helped by covering the many reports of concern for children’s health seriously; this has raised the nation’s awareness.</li></ul> Paragraph 2 <ul style="list-style-type: none"><li>there is a link between lifestyle, diet and health</li><li>there is clear concern for obesity, cancer, heart disease, and type II diabetes</li><li>how can the health of the nation be improved?</li><li>despite science proving otherwise we are what we eat.</li></ul> Paragraph 3 <ul style="list-style-type: none"><li>clear mention of the link between food and the life cycle, even in the womb.</li></ul> Paragraph 4 <ul style="list-style-type: none"><li>linkage of obesity to television viewing figures/cars per household rather than the amount that we eat</li><li>there is a major growth in the slimming industry as a result of the media interest</li><li>reduction in energy and fat intake but energy expenditure has reduced even more.</li></ul> Paragraph 5 <ul style="list-style-type: none"><li>type II diabetes even occurring in children as young as 13 and increasingly common in overweight adults</li><li>if the trend in childhood obesity continues there will be more chance of cardiovascular problems in younger children.</li></ul>			

	<p><b>Source 5</b> For both boys and girls, a greater number of children who lived in households where one parent was obese or overweight were themselves obese compared with children who lived in households where neither parent was overweight or obese. However, it is important to note the percentage of childhood obesity was greatest among those who live in households where either overweight or obese.</p>	
	<p>Ways in which parents and other agencies attempt to solve the problems concerning obesity Include:</p> <p><b>Scientific</b></p> <ul style="list-style-type: none"> <li>• improvements to diets, what is a balanced diet?</li> <li>• frequent health checks for associated diseases</li> <li>• appropriate eating during pregnancy</li> <li>• pointing to the problems of slimming as a solution</li> <li>• promoting greater energy burn through exercise</li> <li>• correct nutrients to have healthy growth</li> <li>• look for lower fat varieties of everyday foods.</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• recognising the link of lifestyle and obesity</li> <li>• publicity on the linkage of illnesses to television viewing</li> <li>• lack of exercise due to car ownership suggests walking when possible</li> <li>• revision of the school meals menu</li> <li>• education of parents of obese children</li> <li>• political support for reduced obesity</li> <li>• promotion of added success at sport/making friends.</li> </ul> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>• recognising the link of parental weight and that of their children</li> <li>• changing habits in the home</li> <li>• reforming advertising that is directed at children</li> <li>• rewards for families where the children are not obese eg tax breaks</li> <li>• promoting the idea that people who are not obese feel better</li> <li>• loss of weight may make people more attractive</li> <li>• revising the content of traditional foods.</li> </ul>	
	<p>Analysis of these ways suggests the following issues:</p> <p><b>Scientific</b></p> <ul style="list-style-type: none"> <li>• disagreements about diets</li> <li>• disease can be deferred for some years after the food is eaten</li> <li>• other conditions make healthy eating difficult.</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• pressure from food manufacturers</li> <li>• healthy lunch boxes not as attractive as 'burgers and chips'</li> <li>• TV and computer games very popular</li> <li>• peer pressure</li> <li>• healthy diet can be more expensive.</li> </ul>	

	<b>Cultural</b> <ul style="list-style-type: none"> <li>• busy lifestyles suggest fast food/lack of time</li> <li>• both parents working mean food preparation time limited</li> <li>• difficult to resist the attractive food</li> <li>• costs of gym</li> <li>• personal safety when exercising out doors.</li> </ul>	
<b>Band 1</b>	These candidates will recognise the problems arising from obesity and offer solutions. Both aspects will be developed. (AO1) They will analyse their suggestions drawing upon all three domains. (AO3) They will point to personal experience, lifestyle or lack of knowledge as underlying difficulties. (AO4) The essay will be articulate using appropriate vocabulary with few errors. (AO2)	<b>41-50</b>
<b>Band 3</b>	These candidates will offer a brief understanding of the problems of obesity and suggest some solutions. (AO1) They will analyse the problems and solutions in a superficial way drawing upon one or two domains. (AO3) They may include some personal experience or examples as a basis for their arguments. The essay will be clear but contain some errors or non-sequiturs and may lack cohesion. (AO2)	<b>21-30</b>
<b>Band 4</b>	These essays will have a distinct lack of clarity in terms of their presentation of the problems and solutions. (AO1) Their analysis of the problems and solutions will be unbalanced and inclusion of domains will be in token terms. (AO3) There will be little substance to any arguments presented and personal experience will be limited. (AO4) The essays will be poorly constructed with a lack of clarity of meaning. They will contain grammatical or spelling errors. (AO2)	<b>11-20</b>
	<b>Recommended annotation</b> <b>Intro</b> for Introduction <b>P1, P2, P3</b> for problems related to obesity <b>S1, S2, S3</b> for solutions <b>Sc, So and Cu</b> for references to each of the domains <b>Dev</b> for development of points <b>eg</b> for examples <b>AO4</b> for any personal experience or suggestions of limitations <b>Conc</b> for conclusion.	

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