

General Studies

Advanced GCE

Unit **F734**: Culture, Science and Society: Making connections

Mark Scheme for January 2011

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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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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

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 examples
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 eggs 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 30 marks is available for a 50-mark question.

Generic Mark Scheme for questions worth 50 marks.**Levels descriptors****Level 5**

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 	41-50
AO2	<ul style="list-style-type: none"> interpret and analysis issues and problems well and evaluate them appropriately use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence 	
AO3	<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 	
AO4	<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 range of the rules of grammar, punctuation and spelling with accuracy and facility. 	

Level 4

AO1	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge show an understanding of the concepts involved 	31-40
AO2	<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 	
AO3	<ul style="list-style-type: none"> demonstrate good awareness of the differences between different types of knowledge have a good appreciation of the strengths and limitations of the different types of knowledge 	
AO4	<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. 	

Level 3

AO1	<ul style="list-style-type: none"> select, use and integrate a range of relevant knowledge show an adequate understanding of the concepts involved 	21-30
AO2	<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 	
AO3	<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 	
AO4	<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. 	

Level 2

AO1	<ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge show a modest understanding of the concepts involved 	11-20
AO2	<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 	
AO3	<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 	
AO4	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary use some rules of grammar, punctuation and spelling. 	

Level 1

AO1	<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 	0-10
AO2	<ul style="list-style-type: none"> demonstrate poor interpretation and analysis of issues, problems and evaluation recognise arguments and conclusion 	
AO3	<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 	
AO4	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms use poor grammar and punctuation, and inaccurate spelling. 	

- Q1 Using the source material and your own knowledge and experience, outline the cultural, scientific and social issues raised by the need to make decisions about life and death in cases such as those described. To what extent should the final decision lie with the individual, with family members or with professionals? [50]**

Assessment Objective balance				
	AO1	AO2	AO3	AO4
Marks	10	15	15	10

This question involves two basic elements:

- outlining cultural, scientific and social issues raised by making decisions about life and death as raised by the source (these include assisted suicide, sustaining life, the terminally ill)
- consideration of where or with whom the final decision should lie.

Suggested annotation

Intro; **Source+**= development of source; **E1, E2, E3** = examples; **Cu/Sc/So** = domain connection; **IR** = individual responsibility; **FR** = family responsibility; **PR** = professional responsibility; **Conc** = conclusion.

Indicative content

A key starting point is the position of the person whose death is being contemplated. These include:

- terminally ill but able to make decisions at the moment
- terminally ill and unable to make decisions
- mentally ill and apparently wishing to die
- ill people who when well, stated they wished to die if certain circumstances arose
- people (young and old) whose life is sustained by medical machinery.

Cultural domain issues

- media coverage of such issues as assisted suicide (Source 1a), life support machines, termination of the sick unborn, abortion
- issues of media regulation and protection of privacy eg death cult web sites
- role of age and religion eg life given by God
- pressure groups for assisted suicide in the UK (Source 1a).

Scientific domain issues

- costs of sustaining life and the diversion of resources for this purpose from other health area
- scientific progress may bring cures
- challenge to the Hippocratic Oath
- who will undertake the action needed?
- problems relating to the definition of death (Source 1c)
- concerns over treatment, advice and cost.

Social domain issues

- the law in the UK is clear that assisted suicide is illegal
- defining the liberty of the individual to decide
- the law in some countries includes the death penalty for murder
- emotional strain on the family whether life is terminated or sustained
- assistance may already be taking place covertly
- difficulties with the law over sick persons wishes (Source 1d)
- how can the State intervene? Consequences of regime change and population planning.

To what extent should the final decision lie with the individual, with family members or with professionals?

The individual

- it is their life
- they may know of Dignitas, the Swiss Clinic specialising in assisted death
- their judgement may be impaired or they may feel pressure/obligation in either direction.

The family

- they hear the patient but have their own views (pro and anti)
- left with conscience whichever way they decide.

The professionals

- judgement based upon present knowledge and probabilities.

Some combination of all three.

Currently the final decision is taken by the Law.

Levels descriptors		
Level 5	These candidates will present a very good account of the issues raised in each domain (AO1 and AO2). Their discussion of the location of the decision will be very good and based upon evidence. (AO2) They will show a very good awareness of how knowledge and evidence can be used to draw alternative conclusions (AO3). They will present an articulate, cogent and comprehensive answer. (AO4)	41-50
Level 4	These candidates will present a good account of the issues raised in each domain (AO1 and AO2). Their discussion of the location of the decision will be good and based upon evidence. (AO2) They will show good awareness of how knowledge and evidence can be interpreted (AO3). They will communicate in a clear and coherent manner using a range of specialist terms (AO4)	31-40
Level 3	These candidates will show an adequate understanding of the issues raised in at least two domains (AO1). Their discussion of the location of the decision will be adequate (AO2). They will include some personal experience or discussion of how evidence may be interpreted (AO3). They will communicate in a clear manner (AO4)	21-30
Level 2	These candidates will show a limited understanding that may be confined to two domains (AO1). Their discussion of the location of the final decision will be limited or partial (AO2). They hint at personal experience (AO3). Their response will have limited clarity (AO4)	11-20
Level 1	The candidates will show very limited appreciation of the issues with their responses involving only fragments from one or more domain (AO1). Their understanding of the issues surrounding the final wish/decision will be very limited (AO2). Their communication will have little clarity with poor grammar and punctuation. (AO4)	0-10

The question is in two main parts. Exceptionally candidates answering only one part of the question can be awarded marks up to the top of Level 3. If an examiner is uncertain about scoring an answer they should consult their Team Leader.

Q2 Using the sources and your own knowledge and experience, consider one cultural, one scientific and one social issue raised by the choices available when we buy food. To what extent is it desirable that these choices should be limited? [50]

Assessment Objective balance				
	AO1	AO2	AO3	AO4
Marks	10	15	15	10

There are two basic elements to the question:

- identification of examples from each domain
- a consideration of the extent to which it is desirable that choices should be limited.

Suggested annotation

Intro; **Source+**= development of source; **Cu/Sc/So** = domain connection; **L1, L2, L3** = limit of choice; **Ch1, Ch2, Ch3** = choice; **Conc** = conclusion.

Indicative content

Choices available when buying food:

- British or foreign source
- out of season and from abroad
- additives in food
- processed food
- organic or non-organic
- shopping in person or over the internet
- price
- politics of source region
- producer/manufacturer
- farmers' markets versus supermarkets versus out of town outlets.

Issues raised

Cultural:

- free and fair trade
- protectionism
- cultural enrichment or isolation.

Scientific:

- danger of increased global warming
- air miles and the carbon footprint
- taste, appearance and shelf life
- health issues eg salt, GM, content, additives
- need for a balanced diet
- sustainability and soil.

Social:

- exploitation of farmers
- supporting non-democratic regimes
- personal choice
- cost of produce, eg 'basics' range versus 'the best'
- erosion of local economies in relation to the expansion of others
- lack of personal choice of some products.

To what extent is it desirable that these choices should be limited?

Reasons for limiting choices:

- less damage to the environment
- less wastage of food
- local foods probably healthier (fresher, vitamin content higher)
- local food sustains local economy
- working conditions for workers
- restriction to food certified as respecting animal growing conditions
- restriction to healthier foods (eg salt and content, additives)
- saves obesity costs for health service.

Problems of limiting choices:

- black market for some items
- the rich can afford to pay
- restriction on free and fair trade
- inhibits support for developing economies.

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 descriptors		
Level 5	These candidates will present one very good account of an issue raised by the choices available when buying food for each of the domains (AO1 and AO2). They will offer a very good reasoned account of the extent to which choice might be limited. They will show a very good awareness of how knowledge and evidence can be used to draw alternative conclusions (AO3). They will present an articulate, cogent and comprehensive answer (AO4).	41-50
Level 4	These candidates will present one competent account of an issue raised by the choices available when buying food for each of the domains (AO1 and AO2). They will offer a good reasoned account of the extent to which choice might be limited. They will show a good appreciation of how knowledge and evidence can be used to draw alternative conclusions (AO3). They will communicate ideas clearly (AO4).	31-40
Level 3	These candidates will show an adequate understanding of the issues raised by the choices available when buying food for at least two of the domains (AO1 and AO2). They will offer some analysis to the extent to which choice might be limited. They will show awareness of how knowledge and evidence can be used to draw alternative conclusions (AO3). They will communicate ideas clearly (AO4).	21-30
Level 2	These candidates will show a limited understanding of the issues raised by the choices available when buying food for one or two of the domains (AO1 and AO2). They will offer limited interpretation of the extent to which choice might be limited. They will show limited appreciation of the way in which knowledge and evidence can be used to draw conclusions (AO3). They will communicate ideas with limited clarity (AO4).	11-20
Level 1	These candidates will demonstrate a restricted understanding of the cultural, scientific and social issues raised by the choices available when buying food (AO1). Their interpretation will be poor (AO2), with a very restricted appreciation of whether there is a need to limited choice (AO3). They will communicate with little clarity (AO4).	0-10

The question is in two main parts. Exceptionally candidates answering only one part of the question can be awarded marks up to the top of Level 3. If an examiner is uncertain about scoring an answer they should consult their Team Leader.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Telephone: 01223 552552
Facsimile: 01223 552553