

General Studies

Advanced GCE

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

Mark Scheme for June 2013

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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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Annotations (only to be used for F734 Culture, Science and Society: Making Connections)

Symbol	Meaning	Question 1	Question 2
	Positive	n/a	Fulfil aims
	Negative	n/a	Unable to fulfil aims
	Correct	Knowledge	Knowledge
	Incorrect	Incorrect	Incorrect
	Culture	Culture	Culture
	Society	Society	Society
	Science	Science	Science
	Development	Development	Development
	Extent/How Far	Extent of choice	Extent/How Far
	Example / Reference	Example / Reference	Example / Reference
	Evaluation	Evaluation	Evaluation
	Key Point	Key Point	Key Point
	Not answered question	Not answered question	Not answered question
	Use	Use (of energy)	n/a

Assessment objectives balance			
AO1	AO2	AO3	AO4
10	15	15	10

Question	Answer	Marks	Guidance
1	<p>The question is concerned with:</p> <ul style="list-style-type: none"> a discussion of the impact of the domains on choice of energy a discussion of the impact of the domains on use of energy an examination of the extent that choice of energy will change in the future an examination of the extent that use of energy will change in the future. <p>The sources cover:</p> <p>A. information about the preference for diesel over petrol due to pumping out less 'greenhouse gas'</p> <p>B. a house making use of solar power to generate electricity and hot water</p> <p>C. a headline challenging a claim about alternative energy.</p> <p>Indicative content Impact on choice and use of energy Culturally</p> <ul style="list-style-type: none"> media coverage of use of energy, e.g eco-friendly ratings (use) 'scaremongering' tactics on the part of media; e.g potential danger as a result of nuclear power(use) religious/ cult beliefs about use of energy and the 'life of the Earth'; e.g living off the land, 'back to nature' (choice and use) local factors specific to groups/cultures, e.g. third world countries (choice and use) NIMBY attitudes of some groups in relation to production of energy; eg sites for wind farms (use). 	50	<p>Use the specific annotation found on page 1.</p> <p>Levels of response</p> <p>Level 5 (41–50 marks) Expect to see:</p> <ul style="list-style-type: none"> a very good understanding of issues affecting our choice and use of energy (AO1) a wide discussion about the impact of each domain upon choice and use of energy which will clearly consider both positive and negative aspects of these impacts (AO2) a very good range of relevant examples a clear consideration of the extent to which our choice and use of energy will change (AO3) clear and fluent communication, with a range of vocabulary (AO4). <p>Level 4 (31–40 marks) Expect to see:</p> <ul style="list-style-type: none"> a good understanding of the issues affecting our choice and use of energy (AO1) a good discussion about the impact of the domains on choice and use of energy which considers a range of issues and will probably consider some positive and negative aspects (AO2) a good awareness of the merits of each of the examples offered to support discussion consideration of the extent to which choice and use will change (AO3) communication in a clear and coherent manner (AO4).

Question	Answer	Marks	Guidance
	<p>Scientifically</p> <ul style="list-style-type: none"> • methods of production: nuclear, solar, water, wind, use of fossil fuels (choice) • investment in renewable technologies vs ‘back to basics’ approach (choice and use) • how long will fossil fuels last?(choice and use) • development of new technologies for production of energy (choice and use) • newer technologies to save energy: light bulbs; hybrid vehicles (choice). <p>Socially</p> <ul style="list-style-type: none"> • costs of installation of renewable energy methods and ‘payback’ time (choice and use) • rising costs of electricity and gas (choice and use) • government policy: green taxes; carbon offsetting (choice and use) • education of the nation; proposed removal of these issues from the National Curriculum (Choice and use) • local Government ‘recycling targets’ (use) • ‘Buy Back’ schemes (choice and use) • own transport versus public transport (use). <p>Extent to which our approach to energy will change in the future:</p> <ul style="list-style-type: none"> • restrictions due to production costs (choice and use) • competition between solar, wind and traditional methods of generating power (choice) • restrictions due to supplies of natural gas (use) • controversies about charging policies by providers (choice) • privately owned companies versus a state owned system for energy production (choice) • ‘eyesore’ of wind power (choice) • power stations: how will these be fuelled? (use) • will more power be needed due to new ‘gadgetry’? (use) • development of ‘power-save’ and ‘sleep modes’ as alternatives to switching off the power (choice and use). 		<p>Level 3 (21–30 marks) Expect to see:</p> <ul style="list-style-type: none"> • an adequate understanding of the issues affecting our choice and use of energy (AO1) • discussion about the impacts, offering some arguments with some appropriate examples (AO2) • some consideration of extent (AO3) • generally clear communication although there may be some errors in the quality of language and presentation (AO4). <p>Level 2 (11–20 marks) Expect to see:</p> <ul style="list-style-type: none"> • a limited understanding of the issues affecting our choice and use of energy (AO1) • limited discussion about the impacts the domains have on choice and use of energy; few examples given (AO2) • limited, if any, consideration of extent (AO3) • limited clarity and/ or coherence in presentation of ideas (AO4). <p>Level 1 (0–10 marks) Expect to see:</p> <ul style="list-style-type: none"> • a restricted understanding of the issues relating to choice and use of energy (AO1) • poor discussion about any impacts the domains have on choice and use, with few if any examples (AO2) • no consideration of extent (AO3) • a lack of clarity in presentation (AO4).

Question	Answer	Marks	Guidance
	<p>Connections</p> <ul style="list-style-type: none">• social and cultural: a reluctance to change habits in the way we use energy• social/cultural/scientific: in the production, use and cost of energy• cultural/scientific: belief and attitudes to the use/wastage of energy• social/scientific: grants for installation or renewable energy systems• social/cultural: do price rises affect our usage.		

Assessment objectives balance			
AO1	AO2	AO3	AO4
10	15	15	10

Question	Answer	Marks	Guidance
2	<p>Indicative content This question is concerned with</p> <ul style="list-style-type: none"> discussing how domain related issues affect the delivery of free healthcare for all considering how far the NHS can continue to fulfil its original aims. <p>The sources cover: D background information about the original aim of creating the NHS and some of the developments after its inception E some common criticisms of the NHS.</p> <p>Cultural</p> <ul style="list-style-type: none"> 'free health care for all' perceived as being abused by some groups, or by visitors to the country belief of some that doctors should be able to remedy all ills leading to an abdication of responsibility for one's own health media sensationalism when things go wrong misunderstanding of some about the role of the NHS issues relating to the health care of some groups in society such as the elderly, those with mental health issues and so on. <p>Scientific</p> <ul style="list-style-type: none"> research and development in healthcare, transplantation, gene therapy is improving all the time and being made available administration issues: paper records versus electronic methods video- appointments are available in some areas preventative medicine versus treatment 'after the fact' eg vaccination and immunisation seemingly 'newer' diseases or resistant strains of existing diseases occurring 	50	<p>Use the specific annotation found on page 1.</p> <p>Levels of response</p> <p>Level 5 (41–50 marks) Expect to see:</p> <ul style="list-style-type: none"> a very good understanding of the issues relating to free healthcare for all at the point of delivery (AO1) a wide consideration of the effects of each of the domains, using a very good range of relevant examples (AO2) a clear consideration of how far the NHS can or cannot continue to fulfil its aim (AO3) clear and fluent communication with a range of vocabulary (AO4). <p>Level 4 (31–40 marks) Expect to see:</p> <ul style="list-style-type: none"> a good understanding of issues affecting the provision of free healthcare for all at the point of delivery (AO1) a good discussion about issues from the domains using a good range of relevant examples (AO2) consideration of whether the NHS can or cannot continue to fulfil its aim (AO3) clear and coherent communication (AO4).

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • computerisation and the difficulties it could present. <p>Social</p> <ul style="list-style-type: none"> • cost of treatments: individual, local, national, international • prescription charging, e.g should it be free to some and not others; should charges vary with circumstances • dental care issues (scarcity of NHS Dentists) • eye care issues (many have to pay for eye tests) • government policy: attitudes of individual parties to the NHS, e.g private care encouraged for those who can afford it • NHS versus other healthcare systems in other countries where there is no national service • funding issues across the country: the 'postcode' issue. <p>Connections</p> <p>Connections are implied or mentioned in the sources.</p> <ul style="list-style-type: none"> • social/cultural: expectations of public in relation to the service which is offered • scientific/cultural/social: new developments are expected by some of the public irrespective of costs • scientific/social: where does the money come from to maintain all aspects of the service. <p>How far do you think the NHS can continue...</p> <p>Candidates should offer some suggestions for a way forward. Examples could include:</p> <ul style="list-style-type: none"> • comments about operations or procedures which should not be available on the NHS such as plastic surgery (for selfish motives rather than for accident victims), or stomach stapling • consideration of the funding of the service and suggested ways in which it can remain a viable operation • consideration whether alternative medicines should be outside the remit of the NHS. 		<p>Level 3 (21–30 marks) Expect to see:</p> <ul style="list-style-type: none"> • an adequate understanding of the issues affecting free healthcare for all (AO1) • some discussion about the way in which the domains can affect the delivery of free healthcare for all, with some appropriate examples (AO2) • some attempt to consider whether the NHS can fulfil its original aims (AO3) • generally clear communication although there may be some errors in the quality of language and presentation (AO4). <p>Level 2 (11–20 marks) Expect to see:</p> <ul style="list-style-type: none"> • a limited understanding of the issues which affect free healthcare for all (AO1) • limited discussion about the issues, with few examples (AO2) • limited consideration of whether the NHS can fulfil its original aims (AO3) • limited clarity and/ or coherence in presentation of ideas (AO4). <p>Level 1 (0–10 marks) Expect to see;</p> <ul style="list-style-type: none"> • a restricted understanding of the issues relating to the NHS (AO1) • poor discussion about issues from the domains which affect the provision of free healthcare for all with few, if any, examples (AO2) • restricted consideration of whether the NHS can fulfil its original aims (AO3) • restricted clarity of communication (AO4).

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 analyse 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. 	

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