



**GCE**

**General Studies**

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

Advanced GCE

**Mark Scheme for June 2014**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2014

## Annotations

	<i>Symbol</i>	<i>Description</i>
		Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
1		Positive/benefit/advantage
2		Negative/drawback/disadvantage
3		Cultural point
4		Development
5		Extent/how far/evaluation
6		Example
7		Key point
8		Not answered question
9		Repetition
10		Use of source
11		Social point
12		Scientific point
13		Tick
14		Vague

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"> <li>identifying issues from each of the domains and discussing their importance to those who seek to maintain peace in areas recovering from war</li> <li>discussing the extent to which any peace keeping force can be effective.</li> </ul> <p><b>The sources</b> cover:</p> <p>A:</p> <ul style="list-style-type: none"> <li>information about the increasing use of peacekeeping troops</li> <li>the international make-up of the peacekeeping troops</li> <li>Varied nature of the ‘missions’, for example: political, military, and monitoring</li> <li>UN peacekeepers include civilians, human rights monitors and electoral observers</li> <li>peacekeepers have a variety of roles to play such as helping refugees return home, clearing landmines, and helping with reconstruction.</li> </ul> <p>B:</p> <ul style="list-style-type: none"> <li>peace is often maintained by a show of strength by each ‘side’</li> <li>the power of each side in terms of weapons and forces demonstrates the futility of war</li> <li>the difference between war and peace as a result of the ‘show of weapons’ might be finely balanced.</li> </ul>	50	<p><b>Use the specific annotation found on page 5.</b></p> <p><b>Levels of response:</b></p> <p><b>Level 5 (41 – 50 marks)</b>  <b>Expect to see:</b></p> <ul style="list-style-type: none"> <li>a very good understanding of the issues relating to peacekeeping in areas recovering from war (AO1)</li> <li>a wide discussion about the factors from each of the domains which need to be considered by peacekeepers which clearly considers both positive and negative aspects (AO2)</li> <li>a very good range of relevant examples</li> <li>a clear consideration of the extent to which any peacekeeping force can be effective (AO3)</li> <li>clear and fluent communication with a range of vocabulary (AO4).</li> </ul> <p><b>Level 4 (31 – 40 marks)</b>  <b>Expect to see:</b></p> <ul style="list-style-type: none"> <li>a good understanding of the issues relating to peacekeeping in areas recovering from war (AO1)</li> <li>a good discussion about the factors from the domains which need to be considered by peacekeepers and which will probably consider some positive and negative aspects</li> <li>a good range of relevant examples (AO2)</li> <li>consideration of the extent to which any peacekeeping force can be effective (AO3)</li> <li>communication in a clear and coherent manner (AO4).</li> </ul>

Question	Answer	Marks	Guidance
	<p><b>Indicative content</b></p> <p><b>Factors to be considered by those seeking to maintain peace in areas recovering from war</b></p> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>• attitudes of various groups such as those for or against the peace process</li> <li>• religious differences and tolerance of different groups to one another</li> <li>• potential attitudes of the peace-keeping troops to those in the country, and vice versa</li> <li>• influence of the media in reporting events within the country</li> <li>• attitudes within the country to any Aid which may or may not be available, and issues in relation to its distribution.</li> <li>• issues relating to ‘child soldiers’, e.g. Afghanistan</li> </ul> <p><b>Scientific</b></p> <ul style="list-style-type: none"> <li>• troops who are there to maintain peace will need suitable equipment and technology to maintain peace</li> <li>• countries recovering from war need to prioritise use of technologies, for example in medical services, or in construction</li> <li>• there could be a shortage of scientists, or medical professionals as a result of war.</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• housing conditions may cause anxiety and unrest among the population</li> <li>• shortages of food and other services might cause unrest</li> <li>• governments might not have the support of all people within the country.</li> <li>• problems relating to the eradication of poverty.</li> </ul>		<p><b>Level 3 (21 – 30 marks)</b>  <b>Expect to see:</b></p> <ul style="list-style-type: none"> <li>• an adequate understanding of the issues relating to peacekeeping in areas recovering from war (AO1)</li> <li>• discussion about the factors from the domains, offering some arguments with some appropriate examples (AO2)</li> <li>• some consideration of the extent to which any peacekeeping force can be effective (AO3)</li> <li>• generally clear communication although there may be some errors in the quality of language and presentation (AO4).</li> </ul> <p><b>Level 2 (11 – 20 marks)</b>  <b>Expect to see:</b></p> <ul style="list-style-type: none"> <li>• a limited understanding of the issues relating to peacekeeping in areas recovering from war (AO1)</li> <li>• limited discussion about the factors from the domains, with few examples (AO2)</li> <li>• limited consideration of the extent to which any peacekeeping force can be effective (AO3)</li> <li>• limited clarity and/or coherence in presentation of ideas (AO4).</li> </ul> <p><b>Level 1 (0 – 10 marks)</b>  <b>Expect to see:</b></p> <ul style="list-style-type: none"> <li>• a restricted understanding of the issues relating to peacekeeping in areas recovering from war (AO1)</li> <li>• poor discussion about the factors from the domains with few, if any, examples (AO2)</li> <li>• restricted consideration of the extent to which any peacekeeping force can be effective (AO3)</li> <li>• restricted clarity of communication (AO4).</li> </ul>

Question	Answer	Marks	Guidance
	<p><b>To what extent can any peacekeeping force be effective?</b></p> <ul style="list-style-type: none"> <li>• governments might be considered to be naive if they have no defence weaponry whatsoever if the peace-keeping process fails</li> <li>• factions who are against peace may keep weapons and therefore there needs to be a ‘balance of strength’ which would need to be monitored by peacekeepers</li> <li>• the way in which a peacekeeping force will address the ‘Everyone else has them so why shouldn’t we?’ attitude.</li> </ul> <p><b>Connections:</b></p> <ul style="list-style-type: none"> <li>• where there has been civil war there may be inequalities in terms of attitudes, and of equality (cultural/social)</li> <li>• reactions of inhabitants of the country to the peace-keeping troops and their ability to carry/use weapons (cultural/scientific)</li> <li>• in countries recovering from war where should financial priorities lie: with health care, or with re-building, or with restoring facilities such as power stations (science/social).</li> <li>• awareness of existing education structure and the sensitivity involved in ensuring continued provision (cultural/social).</li> </ul>		

Assessment objectives balance			
AO1	AO2	AO3	AO4
10	15	15	10

Question	Answer	Marks	Guidance
2	<p>The question is concerned with:</p> <ul style="list-style-type: none"> <li>reflecting upon the source</li> <li>considering the drawbacks of a move to a paperless society in each of the domains</li> <li>considering the benefits of a move to a paperless society in each of the domains</li> <li>reaching a conclusion based upon the discussion on whether it is desirable to move to a paperless society.</li> </ul> <p><b>The source covers:</b></p> <ul style="list-style-type: none"> <li>background information relating to a move to a paperless society</li> <li>benefits of a paperless society</li> <li>some difficulties relating to a paperless society.</li> </ul> <p><b>Indicative content</b></p> <p><b>Cultural</b></p> <p><b>Benefits include:</b></p> <ul style="list-style-type: none"> <li>changing culture towards a more environmentally friendly world, e.g. move to e-books from the usual style of book whether reading for pleasure or study.</li> </ul> <p><b>Drawbacks include:</b></p> <ul style="list-style-type: none"> <li>alienates those sectors of society who have no access or little understanding of computers and technology</li> <li>nature of communication changes from letter writing towards email</li> <li>mechanism of displaying birthday/Christmas cards would change</li> </ul>	50	<p><b>Use the specific annotation found on page 5.</b></p> <p><b>Levels of response:</b></p> <p><b>Level 5 (41 – 50 marks)</b>  <b>Expect to see:</b></p> <ul style="list-style-type: none"> <li>a very good understanding of the issues relating to the move to a paperless society (AO1)</li> <li>a wide consideration of the way in which each of the domains influences the move to a paperless society, using a very good range of relevant examples (AO2)</li> <li>a clear consideration of the extent to which the dangers might outweigh the benefits in the move towards a paperless society (AO3)</li> <li>clear and fluent communication with a range of vocabulary (AO4).</li> </ul> <p><b>Level 4 (31 – 40 marks)</b>  <b>Expect to see:</b></p> <ul style="list-style-type: none"> <li>a good understanding of the issues relating to the move to a paperless society (AO1)</li> <li>a good discussion about the way in which the domains influence the move to a paperless society using a good range of relevant examples (AO2)</li> <li>consideration of the extent to which the dangers might outweigh the benefits in the move towards a paperless society (AO3)</li> <li>clear and coherent communication (AO4).</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• potential loss of libraries and other institutions, artefacts relating to or housing traditional items</li> <li>• potential loss of respected religious texts, and the change in ceremonies, e.g. reading from the Torah at a Bar mitzvah.</li> </ul> <p><b>Scientific</b></p> <p><b>Benefits include:</b></p> <ul style="list-style-type: none"> <li>• paperless society is better for the environment</li> <li>• continued improvement to electronic communications and storage.</li> </ul> <p><b>Drawbacks include:</b></p> <ul style="list-style-type: none"> <li>• potential for online fraud and hacking</li> <li>• spam mail and hoaxers</li> <li>• potential to lose all records if the electronic storage system becomes corrupt or damaged.</li> <li>• damage to health, e.g. back and eye strain; repetitive strain injury.</li> </ul> <p><b>Social</b></p> <p><b>Benefits include:</b></p> <ul style="list-style-type: none"> <li>• savings for government and others</li> <li>• saving on space and time and storage for users</li> <li>• improved security for users</li> <li>• online voting can be developed.</li> </ul> <p><b>Drawbacks include:</b></p> <ul style="list-style-type: none"> <li>• people can pretend to be someone they are not</li> <li>• people who do not have credit cards will have difficulty paying for goods</li> <li>• loss of jobs which were in more traditional paper-</li> </ul>		<p><b>Level 3 (21 – 30 marks)</b>  <b>Expect to see:</b></p> <ul style="list-style-type: none"> <li>• an adequate understanding of the issues relating to the move to a paperless society (AO1)</li> <li>• some discussion about the way in which the domains influences the move to a paperless society, with some appropriate examples (AO2)</li> <li>• some consideration of the extent to which the dangers might outweigh the benefits in the move to a paperless society (AO3)</li> <li>• generally clear communication although there may be some errors in the quality of language and presentation (AO4).</li> </ul> <p><b>Level 2 (11 – 20 marks)</b>  <b>Expect to see:</b></p> <ul style="list-style-type: none"> <li>• a limited understanding of the issues relating to the move to a paperless society (AO1)</li> <li>• limited discussion about the way in which the domains influence the move to a paperless society with few examples (AO2)</li> <li>• limited consideration of whether dangers outweigh benefits of a move to a paperless society (AO3)</li> <li>• limited clarity and/or coherence in presentation of ideas (AO4).</li> </ul> <p><b>Level 1 (0 – 10 marks)</b>  <b>Expect to see:</b></p> <ul style="list-style-type: none"> <li>• a restricted understanding of the issues relating to the move to a paperless society (AO1)</li> <li>• poor discussion about the issues from the domains and their influence on the move to a paperless society (AO2)</li> <li>• restricted consideration about dangers or benefits of a move to a paperless society (AO3)</li> <li>• restricted clarity of communication (AO4).</li> </ul>

Question	Answer	Marks	Guidance
	<p>orientated roles, e.g. postman, post offices, newspaper printers.</p> <p><b>Connections:</b></p> <p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>• paperless allows for the potential to access records anywhere anytime, e.g. health records (science/social).</li> </ul> <p><b>Drawbacks:</b></p> <ul style="list-style-type: none"> <li>• online bullying (science/social)</li> <li>• loss of history and culture (social/cultural)</li> <li>• potential to hack into records and make alterations, e.g. criminal records (science/social)</li> <li>• currently some systems still require paper-based methods, e.g. passport applications (science/social/cultural)</li> <li>• change in the way in which crime can be committed, e.g. .remote crime on computers (culture/science/social)</li> <li>• paper-based examination systems (culture/science).</li> </ul>		

## APPENDIX 1

## Generic Mark Scheme for questions worth 50 marks.

## Levels descriptors

## Level 5

<b>AO1</b>	<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>	<b>41-50</b>
<b>AO2</b>	<ul style="list-style-type: none"> <li>interpret and analyse issues and problems well and evaluate them appropriately</li> <li>use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence</li> </ul>	
<b>AO3</b>	<ul style="list-style-type: none"> <li>demonstrate very good awareness of the differences between types of knowledge</li> <li>have a very good appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	
<b>AO4</b>	<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 range of the rules of grammar, punctuation and spelling with accuracy and facility.</li> </ul>	

## Level 4

<b>AO1</b>	<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>	<b>31-40</b>
<b>AO2</b>	<ul style="list-style-type: none"> <li>interpret and analyse issues and problems and evaluate them competently</li> <li>use evidence to develop reasoned arguments and draw conclusions on the evidence</li> </ul>	
<b>AO3</b>	<ul style="list-style-type: none"> <li>demonstrate good awareness of the differences between different types of knowledge</li> <li>have a good appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	
<b>AO4</b>	<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>	

## Level 3

<b>AO1</b>	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge</li> <li>show an adequate understanding of the concepts involved</li> </ul>	<b>21-30</b>
<b>AO2</b>	<ul style="list-style-type: none"> <li>undertake some interpretation and analysis of issues and problems and make a superficial evaluation</li> <li>use evidence to develop arguments and draw conclusions</li> </ul>	
<b>AO3</b>	<ul style="list-style-type: none"> <li>demonstrate awareness of the differences between types of knowledge</li> <li>have an appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	
<b>AO4</b>	<ul style="list-style-type: none"> <li>communicate clearly, using some specialist vocabulary with facility</li> <li>use some of the rules of grammar, punctuation and spelling with facility.</li> </ul>	

## Level 2

<b>AO1</b>	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge</li> <li>show a modest understanding of the concepts involved</li> </ul>	<b>11-20</b>
<b>AO2</b>	<ul style="list-style-type: none"> <li>demonstrate limited interpretation and analysis of issues and problems with limited evaluation</li> <li>use evidence to develop limited arguments and draw limited conclusions</li> </ul>	
<b>AO3</b>	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge</li> <li>have a restricted appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	
<b>AO4</b>	<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>	

## Level 1

<b>AO1</b>	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge which may not be accurate</li> <li>show a restricted understanding of the concepts involved</li> </ul>	<b>0-10</b>
<b>AO2</b>	<ul style="list-style-type: none"> <li>demonstrate poor interpretation and analysis of issues, problems and evaluation</li> <li>recognise arguments and conclusion</li> </ul>	
<b>AO3</b>	<ul style="list-style-type: none"> <li>demonstrate very limited awareness of the differences between types of knowledge</li> <li>have a very restricted appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	
<b>AO4</b>	<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>	

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

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2014

