



**GCE**

**General Studies**

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

Advanced GCE

**Mark Scheme for June 2015**

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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.

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

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## Annotations

	<b>Symbol</b>	<b>Description</b>
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		Relevance
11		Social point
12		Scientific point
13		Tick
14		Vague

**Subject-specific Marking Instructions****Assessment Objectives**

There are four assessment objectives:

**AO1 Demonstrate Knowledge and Understanding** applied to a range of issues, using skills from different disciplines:

- showing an understanding of the subject being examined by including accurate factual information
- including information from a range of sources, from different subject areas
- displaying confidence and clarity in the presentation of facts.

**AO2 Analysis and Evaluation** by marshalling evidence and drawing conclusions; select, interpret, evaluate and integrate information, data concepts and opinions:

- developing and supporting ideas with additional information that enhances and clarifies their meaning
- introducing examples that are selected to support the knowledge being presented
- discussing the validity of ideas through analysis and evaluation. .

**AO3 Understanding Knowledge** by demonstrating an understanding of different types of knowledge, appreciating their strengths and limitations:

- extending the range of knowledge beyond that which is commonly accepted
- considering alternative, and perhaps, less popular, attractive or plausible viewpoints and offering a different perspective
- including personal experience that might support or refute the knowledge and ideas that are being presented.

**AO4 Communication** in a clear and accurate way while being concise, logical and relevant:

- writing with fluency and accuracy taking account for the technical rules of language
- producing a response that engages the reader and transmits its meaning without ambiguity
- using a range of relevant language and terminology that is appropriate to the topic.

### Guidance for Examiners

It is essential that annotations clearly show why marks have been awarded – your Team Leader will assess your annotation as well as the accuracy of your marking.

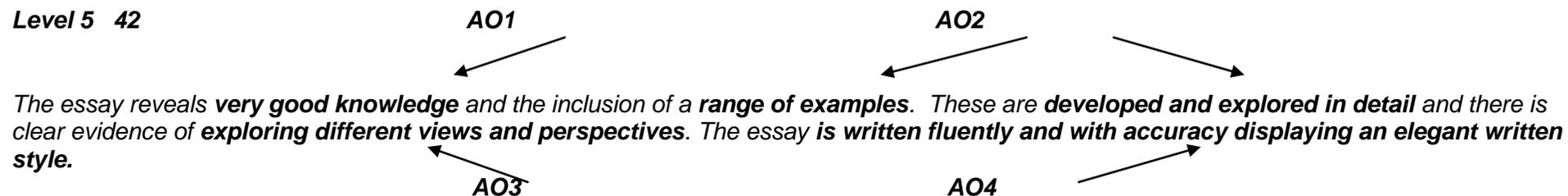
### Stages in marking an essay

- read and **fully annotate** the candidate's response using the question specific annotations found above. Annotation should be placed **in the margin**
- **review** your annotation, and then consider in which **level** the answer is located.
- consider its **position within the level** and **allocate a mark**.

Write a full summative comment to support the marking decision.

The comment must address the main requirements of the question and reveal how well the candidate has tackled these, for example an answer placed in the highest level might receive a comment such as :

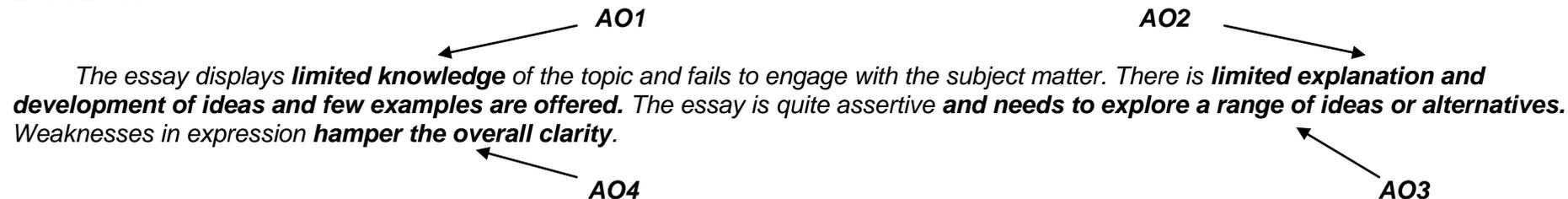
**Level 5 42**



- Comments must be made **in addition** to the **AO statements** but **NOT** instead of them.
- Comments should always be **positive and specific** and they must **match the mark and level** which is being awarded
- Comments must be considered **after close reference to the level descriptor** for each individual question.

A weaker answer might receive a comment such as:

**Level 2 15**



**Summary**

All summative comments must include:

- some reference to the extent and quality of the candidate’s knowledge (**AO1**)
- an acknowledgement of how far the knowledge is understood, developed and interpreted with the use of examples (**AO2**)
- how far there has been an examination of different viewpoints and perspectives that challenge the question or knowledge (**AO3**)
- a judgement of the quality and clarity of the essay (**AO4**).

Assessment objectives balance			
AO1	AO2	AO3	AO4
10	15	15	10

Question	Answer/Indicative content	Marks	Guidance
1	<p><b>The question involves:</b></p> <ul style="list-style-type: none"> <li>• reviewing the nature of public protest in the 21<sup>st</sup> century</li> <li>• reviewing the methods and motivation of public protest</li> <li>• discussing the extent that non-violent protest can still be effective.</li> </ul> <p><b>The source consists of:</b></p> <ul style="list-style-type: none"> <li>• four separate references to protests</li> <li>• reference to the aims and uses of protests in the past</li> <li>• examples of methods used by protestors.</li> </ul> <p><b>Ways in which the domains are linked to the methods and motivations of public interest may include:</b></p> <p><b>Cultural motivations</b></p> <ul style="list-style-type: none"> <li>• media sources favouring a particular culture or cultural group</li> <li>• biased or misleading reports favouring a particular standpoint or development</li> <li>• raising public awareness using a range of media contact both traditional and electronic.</li> </ul> <p><b>Cultural methods</b></p> <ul style="list-style-type: none"> <li>• media accounts of issues are misleading</li> <li>• perception that non-aggressive or non-violent methods have no impact</li> <li>• raising awareness through use of media, e.g. leaflets, posters and banners.</li> </ul> <p><b>Scientific motivations</b></p> <ul style="list-style-type: none"> <li>• environmental issues</li> <li>• scientific developments, e.g. GM food, gene therapy</li> </ul>	50	<p><b>Levels of response:</b></p> <p><b>Level 5 (41-50 Marks)</b></p> <ul style="list-style-type: none"> <li>• very good understanding of the reasons for protest and the methods used</li> <li>• very wide consideration of the influence of each domain upon the choice of style of protest which will consider benefits and drawbacks; a very good range of relevant examples</li> <li>• very clear consideration of the extent to which traditional methods of protest still have importance</li> <li>• very good communication with very clear, concise organisation and expression</li> </ul> <p><b>Level 4 (31-40 Marks)</b></p> <ul style="list-style-type: none"> <li>• good understanding of the reasons for protest and the methods used</li> <li>• good discussion about influences from each domain on the style of protest, and will probably consider benefits and drawbacks, and using a good range of relevant examples</li> <li>• good consideration of the extent to which traditional methods of protest still have importance</li> <li>• good communication with clear organisation and expression</li> </ul> <p><b>Level 3 (21-30 Marks)</b></p> <ul style="list-style-type: none"> <li>• adequate understanding of the reasons for protest and the methods used</li> <li>• adequate discussion about influences from the domains on the style of protest with some appropriate examples</li> <li>• adequate attempt to consider the extent to which more traditional methods of protest still have importance</li> <li>• adequate communication with adequate organisation</li> </ul>

Question	Answer/Indicative content	Marks	Guidance
	<ul style="list-style-type: none"> <li>• methods of defence technology, e.g. nuclear arms</li> <li>• energy issues, e.g. wind farms in areas of natural beauty such as National Parks.</li> </ul> <p><b>Scientific methods</b></p> <ul style="list-style-type: none"> <li>• bombs</li> <li>• social media using the internet</li> <li>• rapid public assembly of protesters using mobile phones</li> <li>• hacking intelligence, military, and government sites</li> <li>• e-petitions that go viral in a matter of minutes.</li> </ul> <p><b>Social motivations</b></p> <ul style="list-style-type: none"> <li>• pay and conditions of work</li> <li>• lack of employment opportunity</li> <li>• increased crime and lack of policing</li> <li>• human rights</li> <li>• over-population</li> <li>• the economy and the recession perceived class differences, e.g. gap in wealth</li> <li>• concerns about rapid change</li> <li>• inequality issues</li> <li>• political regimes</li> </ul> <p><b>Social methods</b></p> <ul style="list-style-type: none"> <li>• demonstration</li> <li>• extremism</li> <li>• striking, e.g. refusal to work, hunger striking</li> <li>• soapbox speaking</li> <li>• protest voting</li> <li>• joining a pressure group, e.g. Amnesty International, Greenpeace</li> <li>• boycotts.</li> </ul>		<p>and expression</p> <p><b>Level 2 (11-20 Marks)</b></p> <ul style="list-style-type: none"> <li>• limited understanding of the reasons for protest and the methods used</li> <li>• limited discussion about the issues from the domains with few examples</li> <li>• limited consideration of the extent to which more traditional methods still have importance</li> <li>• limited communication with limited organisation and expression</li> </ul> <p><b>Level 1 (1-10 Marks)</b></p> <ul style="list-style-type: none"> <li>• very limited understanding of the issues relating to reasons for protest and the methods used</li> <li>• very limited discussion about issues from the domains with few, if any, examples</li> <li>• very limited consideration of the extent to which more traditional methods still have importance</li> <li>• very limited communication with very limited organisation and expression.</li> </ul>

Question	Answer/Indicative content	Marks	Guidance
	<p><b>To what extent do you think that non-violent methods of protest can still be effective?</b></p> <p><b>Effective</b></p> <ul style="list-style-type: none"> <li>• to use terrorist methods makes protest groups no better than criminals</li> <li>• non-violent methods allow for time to negotiate</li> <li>• terrorist acts can escalate to war, and so non-violent methods should be preferred</li> <li>• terrorist acts often 'firm' the resolve of governments to stand against the terrorists</li> <li>• perception that non-violent protest might be seen as unimportant.</li> </ul> <p><b>Connections</b></p> <ul style="list-style-type: none"> <li>• pressure groups looking for media attention (social/cultural)</li> <li>• difficulties in changing the attitudes of those 'in power' (social/cultural)</li> <li>• should the methods used break the law? (social/cultural)</li> <li>• advances in technology improve motivations and methods for protest (science/social/cultural).</li> </ul>		

Question	Answer	Marks	Guidance
2	<p><b>The question involves:</b></p> <ul style="list-style-type: none"> <li>• discussing the impact changing weather patterns have on each of the domains</li> <li>• considering the extent to which changes in weather are natural</li> <li>• consider the extent to which weather changes are due to human activity.</li> </ul> <p><b>Impact of changing weather patterns</b></p> <p><b>Cultural</b></p> <ul style="list-style-type: none"> <li>• media portrayal of weather disasters</li> <li>• changing lifestyles as a result of weather changes, e.g. food choices, clothing design</li> <li>• increasing credibility of pressure groups, e.g. Greenpeace</li> <li>• attitudes to weather, e.g. some religions and their explanations for change.</li> </ul> <p><b>Scientific</b></p> <ul style="list-style-type: none"> <li>• environmental issues, e.g. global warming or increased flood risk</li> <li>• technological improvements to improve forecasting</li> <li>• cyclical nature of weather</li> <li>• awareness of changing weather patterns due to record keeping</li> <li>• research into controlling weather, e.g. cloud seeding</li> <li>• ecological impact on biodiversity, e.g. changing population of species</li> <li>• the effects of industry on weather patterns</li> <li>• effects on human health. E.g. higher incidences of skin cancer.</li> </ul> <p><b>Social</b></p> <ul style="list-style-type: none"> <li>• cost of food rising due to crop failure as a result of</li> </ul>	50	<p><b>Levels of response:</b></p> <p><b>Level 5 (41-50 Marks)</b></p> <ul style="list-style-type: none"> <li>• very good understanding of the issues arising from changing weather patterns</li> <li>• very good discussion of the impact of these issues on the domains which considers benefits and drawbacks, and uses a very good range of relevant examples</li> <li>• very clear consideration of the extent to which these changes might be natural or due to human activity</li> <li>• very good communication with very clear, concise organisation and expression</li> </ul> <p><b>Level 4 (31-40 Marks)</b></p> <ul style="list-style-type: none"> <li>• good understanding of the issues arising from changing weather patterns</li> <li>• good discussion about the impact of these issues on the domains, which will probably consider benefits and drawbacks, using a good range of relevant examples</li> <li>• good consideration of the extent to which these changes might be natural or due to human activity</li> <li>• good communication with clear organisation and expression</li> </ul> <p><b>Level 3 (21-30 Marks)</b></p> <ul style="list-style-type: none"> <li>• adequate understanding of the issues arising from changing weather patterns</li> <li>• adequate discussion about the impact of these issues on the domains, with some appropriate examples</li> <li>• adequate attempt to consider the extent to which the changes might be natural or due to human activity.</li> <li>• adequate communication with adequate organisation and expression</li> </ul>

Question	Answer	Marks	Guidance
	<p>changing weather patterns</p> <ul style="list-style-type: none"> <li>• damage to homes as a result of adverse weather</li> <li>• rescue and rehabilitation after adverse weather events, including rises in insurance costs</li> <li>• changes in health patterns– increase of some illnesses due to food shortage</li> <li>• potential for rationing and food shortages</li> <li>• government involvement in slowing down weather change.</li> </ul> <p><b>The extent to which changes can be considered natural or man-made</b></p> <ul style="list-style-type: none"> <li>• there have been ice ages before, so change is happening naturally</li> <li>• evidence about damage to the Earth’s atmosphere which may lead to changes in weather</li> <li>• personal experience of weather changes to suggest that this is man-made</li> <li>• studies from institutions such as Meteorological Office which offer no clear evidence.</li> </ul> <p><b>Connections</b></p> <ul style="list-style-type: none"> <li>• deforestation leading to changes in weather (science/social)</li> <li>• changing diets as some foods become more difficult to grow (culture/social)</li> <li>• research to find different ways to maintain food supplies (science/social)</li> <li>• changing lifestyles due to resource availability (cultural/social/science).</li> <li>• Charitable donations (cultural/social).</li> </ul>		<p><b>Level 2 (11-20 Marks)</b></p> <ul style="list-style-type: none"> <li>• limited understanding of issues relating to changes in the weather</li> <li>• limited discussion about the impacts of weather on domains with few examples</li> <li>• limited consideration of the extent to which changes in weather are natural or man-made</li> <li>• limited communication with limited organisation and expression</li> </ul> <p><b>Level 1 (1-10 Marks)</b></p> <ul style="list-style-type: none"> <li>• very limited understanding of the issues relating to weather</li> <li>• very limited discussion about the impact of changing weather on the domains with few, if any, examples</li> <li>• very limited consideration of the extent to which changes in the weather are natural or man-made</li> <li>• very limited communication with very limited organisation and expression.</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>	select, use and integrate a good range of relevant knowledge show an understanding of the concepts involved	<b>31-40</b>
<b>AO2</b>	interpret and analyse issues and problems and evaluate them competently use evidence to develop reasoned arguments and draw conclusions on the evidence	
<b>AO3</b>	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	
<b>AO4</b>	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 facility.	

## Level 3

<b>AO1</b>	select, use and integrate a range of relevant knowledge show an adequate understanding of the concepts involved	<b>21-30</b>
<b>AO2</b>	undertake some interpretation and analysis of issues and problems and make a superficial evaluation use evidence to develop arguments and draw conclusions	
<b>AO3</b>	demonstrate awareness of the differences between types of knowledge have an appreciation of the strengths and limitations of the different types of knowledge	
<b>AO4</b>	communicate clearly, using some specialist vocabulary with facility use some of the rules of grammar, punctuation and spelling facility.	

## Level 2

<b>AO1</b>	select, use and integrate a limited range of relevant knowledge show a modest understanding of the concepts involved	<b>11-20</b>
<b>AO2</b>	demonstrate limited interpretation and analysis of issues and problems with limited evaluation use evidence to develop limited arguments and draw limited conclusions	
<b>AO3</b>	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	
<b>AO4</b>	communicate ideas with limited clarity, using some specialist vocabulary use some rules of grammar, punctuation and spelling.	

## Level 1

<b>AO1</b>	select, use and integrate some knowledge which may not be accurate show a restricted understanding of the concepts involved	<b>0-10</b>
<b>AO2</b>	demonstrate poor interpretation and analysis of issues, problems and evaluation recognise arguments and conclusion	
<b>AO3</b>	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	
<b>AO4</b>	communicate with little clarity using occasional specialist terms use poor grammar and punctuation, and inaccurate spelling.	

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