

General Studies

Advanced GCE

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

Mark Scheme for June 2012

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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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Annotations

Annotation	Meaning
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

Subject-specific Marking Instructions**Assessment Objectives****AO1 Demonstrate Knowledge and Understanding**

- Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.

AO2 Analysis and Evaluation

- Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data concepts and opinions.

AO3 Understanding Knowledge

- Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations.

AO4 Communication

- Communicate clearly and accurately in a concise, logical and relevant way.

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 referring to the AO statements from the Generic Mark Descriptors for guidance.

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 egs 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.

Question	AO1	AO2	AO3	AO4	Total
Number 1	10	15	15	10	50

Question	Answer	Marks	Guidance and Levels of response
1	<p>General comment The two sources cover the following key points:</p> <ul style="list-style-type: none"> the range of immunisation within the UK the national immunisation programme (NIP) is updated to take account of changing threats to health the NIP identifies 'at risk groups' who might need more help in remaining healthy for whatever reason. <p>A number of girls sitting this paper will have been the first 'cohort' to have been offered the HPV vaccine and so may well be able to reflect upon the discussions and/or tensions that existed at the time.</p> <p>Implications: Points that might be considered include:</p> <p>Cultural Implications</p> <ul style="list-style-type: none"> reaction of religious groups such as Jehovah's witness to any type of immunisation potential change of attitude in teenagers in relation to the HPV vaccination. Some might think this is the same as contraception, which in turn might lead to more promiscuity potential for change in relationships between parents and children in the light of introduction of and decision to have (for example) HPV immunisation 	50	<p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of 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 a band.</p> <p>Level descriptors</p> <p>Level 5 (41–50 marks) In addition to an articulate, cogent and comprehensive answer (AO4) which is supported by a very good range of knowledge (AO1), candidates will examine each domain clearly. They will consider all aspects of the question and make use of all aspects of the source material. They will carefully evaluate the implications of the immunisation schedule and will also show very good awareness of the ways in which information can be used and interpreted. The responses will offer additional examples or experience which will consider both advantages and disadvantages of the parents' wishes outweighing the advice of doctors (AO3). There will be a sound conclusion which will offer an assessment of the extent to which they agree that a doctor should ignore parental wishes. The extent will consider the advantages of the doctors' advice and also the advantages of parental wishes (AO2).</p> <p>Level 4 (31–40 marks) Ideas will be communicated in a clear and coherent manner (AO4) which demonstrates a good range of knowledge (AO1). Candidates will examine each domain clearly. They will consider all aspects of the question, but might not offer the clear balance expected of a top level answer. They will show an appreciation of the ways in which information can be interpreted and will probably cite examples from their knowledge or experience (AO3).</p>

Question	Answer	Marks	Guidance and Levels of response
	<ul style="list-style-type: none"> • media commentary about relative merits of immunisation programmes in UK as opposed to immunisation in third world countries • the media can sway or tip the balance of public opinion when immunisation proves ineffective, or 'goes wrong'. <p>Scientific Implications</p> <ul style="list-style-type: none"> • this is the latest in another development which will reduce illness, but should there be research into other aspects of health or other cancers • those not in receipt of the vaccine might question priority given to this research • some social groups might consider that the availability of such a vaccine, will further reduce individual responsibility for health • since the vaccine is new, are the long term effects known? Will there be more dangerous side effects as a result of this vaccine, such as increased risk of another cancer, or infertility. <p>Social Implications</p> <ul style="list-style-type: none"> • pressure groups might wonder why some immunisations are included and others are not, for example Meningitis C is given before one year old and yet there are often cases during teenage years. Some will suggest boosters should be given. 		<p>The conclusion will offer a competent assessment of the extent to which they agree that a doctor should ignore parental wishes but might only consider extent for one party (AO2).</p> <p>Level 3 (21–30 marks) Ideas will be communicated clearly (AO4). Candidates will show an adequate understanding of the concepts involved (AO1) and will examine two or three domains. They will show an awareness of the ways in which information can be interpreted but might only offer one additional example from their experience or knowledge. Answers may lack balance or only consider one aspect of the discussion (AO3). There will be some analysis of the extent to which they agree that a doctor should ignore parental wishes and some conclusions will be drawn. A conclusion might be evident but will be superficial and possibly not consider extent (AO2).</p> <p>Level 2 (11–20 marks) Candidates will produce a response which lacks clarity (AO4), and demonstrates a limited range of knowledge (AO1). They will consider one or two domains but demonstrate a limited appreciation of the issues raised by the immunisation schedule. It is probable that no additional examples or knowledge will be offered (AO3). There will be limited analysis of information offered and limited conclusions will be drawn (AO2).</p> <p>Level 1 (0–10 marks) These candidates will demonstrate a restricted understanding of the cultural, scientific and social issues raised by the immunisation schedule (AO1). Their interpretation will be poor (AO2) with a very restricted appreciation of who should make the decision (AO3). They will communicate with little clarity (AO4).</p> <p>If the candidate only covers two of the three domains – maximum up to the top of Level 3 can be awarded.</p>

Question	Answer	Marks	Guidance and Levels of response
	<ul style="list-style-type: none"> • potential for breakdown of family relationships if parents cannot agree if their child should have any or all of the vaccinations • education issues: awareness raising about benefits of the immunisation programme through leaflets or advertising, or even within PSHE in schools. • the costs of the immunisation programme must be very high. Some groups might suggest it should involve a cost to those being immunised, or indeed choosing not to be immunised. • bias: not all teachers (for example) are included in the 'at risk' group for the PCV virus. 'At risk' groups might vary from one area of the country to another. <p>Connections There are a number of opportunities for connections between the domains. Some examples are:</p> <ul style="list-style-type: none"> • science has developed the ability to eradicate a number of diseases and illnesses, but could the costs of research into immunisation be better spent elsewhere – education for example (link to social domain) • there are still issues with teenage pregnancy in UK, should the money be spent on contraception or indeed education rather than developing prevention of a specific disease which might arise out of promiscuity (in 		<p>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.</p> <p>Suggested annotation</p> <p>Source = reference to source; Cu+, Sc-, So+, etc = examples from each of the domains; Cu/Sc/So = domain connection; Ext = extent; Conc = conclusion.</p>

Question	Answer	Marks	Guidance and Levels of response
	<p>relation to HPV vaccine) (Sc/So/Cu links)</p> <ul style="list-style-type: none"> • Should science play God rather than allow 'natural selection' as a result of people recovering – or not – from illness and disease. (Sc/Cu link). <p>To what extent do you agree that doctors should ignore parental wishes in administering immunisation?</p> <p>Candidates are at liberty to conclude that parental wishes should override those of the doctors in relation to immunisation. In stronger answers examiners should expect a balanced response which considers 'both sides of the coin'. Points which might be considered include:</p> <ul style="list-style-type: none"> • health professionals have the specialist knowledge about illness and disease which might cause epidemics, pandemics, deformity, and so on • parents have the interests of their children at heart and will be alarmed by media references to instances where immunisation has been ineffective (such as the MMR) • after the age of 16 children are considered adults in a number of instances yet parents are still asked for consent for a number of immunisations • If a child visits a doctor, then that consultation will not be divulged to the parent. 		

Question	Answer	Marks	Guidance and Levels of response
	If parents have given a negative preference, what is the position of the doctor if the child then requests the immunisation?		

Question	AO1	AO2	AO3	AO4	Total
Number 2	10	15	15	10	50

Question	Answer	Marks	Guidance and Levels of Response
2	<p>General Comment The question requires candidates to consider issues relating to poverty in the UK and the wider world. When formulating a response candidates will need to consider:</p> <ul style="list-style-type: none"> • attempts to reduce poverty in UK and world wide • issues from the three domains which will impact upon these attempts • the extent to which the targets offered in the source material are achievable • source C identifies three targets set by the UN in 2000. The targets suggest that there is a link between levels of education, income, employment and hunger when addressing the issue of eradicating poverty worldwide. • source D gives some statistics about British children identified as living in poverty, and shows that in 2005 the number of children living in poverty had increased rather than decreased. It is anticipated that weaker responses will only address either poverty in the UK or poverty worldwide in their response. <p>Issues might include:</p> <p>Cultural</p> <ul style="list-style-type: none"> • it is recognised that there has been a culture of not working but instead gaining benefits from the state. There are moves in government to address this. • changing attitudes to the role of women and children in developing countries. Some women are still denied education in some countries, while in others only the boy child is educated 	50	<p>Level descriptors These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of 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 a band.</p> <p>Level 5 (41–50 marks) In giving an articulate, cogent and comprehensive answer (AO4) which is supported by a very good range of knowledge (AO1), candidates will examine each domain clearly. They will consider all aspects of the question and make use of all aspects of the source material. They will discuss a range of issues which might affect the reduction of poverty positively and negatively and will also show very good awareness of the alternative ways in which information can be used and interpreted. (AO3) There will be a sound conclusion which will offer a competent assessment of the extent to which the United Nations and British Government targets (AO2) are achievable.</p> <p>Level 4 (31–40 marks) Ideas will be communicated in a clear and coherent manner (AO4) which demonstrates a good range of knowledge. (AO1) Candidates will examine each domain clearly. They will consider all aspects of the question and identify issues which affect the reduction of poverty. They will show an appreciation of the ways in which information can be interpreted (AO3) and the conclusion will offer a good assessment of the extent to which the United Nations and British Government targets (AO2) are achievable.</p>

Question	Answer	Marks	Guidance and Levels of Response
	<ul style="list-style-type: none"> • expectations/understanding of what poverty is can vary from class to class (e.g. wealthier people in relation to those out of work) and from country to country (for example poverty might be considered as not having a fridge in some countries while in others it is defined as not having food for meals) • media influence on lifestyles in developed countries can trivialise poverty by suggesting, for example that poverty is not having the latest 'gadget'. <p>Scientific</p> <ul style="list-style-type: none"> • use of drought resistant crops in countries where there are food shortages • the development of sustainable growth techniques in developing countries for example Pakistan, Ghana, Philippines etc. • some areas of the world are more prone to natural disasters such as floods (Pakistan), this can adversely affect any progress the country might make to move out of poverty (links with social domain) • increasing birth rate in developing countries combined with declining child mortality rates in developing countries makes it more difficult to eradicate poverty • access to medical care in the form of contraception can help to reduce the numbers of children living in poverty. <p>Social</p> <ul style="list-style-type: none"> • extending education programmes in developing countries. Some only have education for those who can afford it; others have primary education only; others exclude women and girls perceiving them as homemakers (links with cultural) 		<p>Level 3 (21–30 marks) Ideas will be communicated clearly (AO4). Candidates will show an adequate understanding of the concepts involved (AO1) and will examine two or three domains. They will show an awareness of the ways in which information can be interpreted (AO3). There may be some analysis of the extent to which the United Nations and British Government targets achievable and some conclusions will be drawn (AO2).</p> <p>Level 2 (11–20 marks) Candidates will produce a response which lacks clarity (AO4), and demonstrates a limited range of knowledge (AO1). They will consider one or two domains but demonstrate a limited appreciation of the issues affecting the reduction of poverty. (AO3) There will be limited analysis of information offered and limited conclusions about the extent to which the United Nations and British Government targets are achievable (AO2).</p> <p>Level 1 (0–10 marks) These candidates will demonstrate a restricted understanding of the cultural, scientific and social issues relating to the eradication of poverty (AO1). Their interpretation will be poor (AO2) with a very restricted appreciation of the extent to which the United Nations and British Government targets are achievable (AO3). They will communicate with little clarity (AO4).</p> <p>If the candidate only covers two of the three domains – maximum up to the top of Level 3 can be awarded.</p> <p>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.</p>

Question	Answer	Marks	Guidance and Levels of Response
	<ul style="list-style-type: none"> • education programmes to include basic skills as well as those which can help to offer access to a trade, such as basic plumbing skills where charities such as WaterAid have helped to install running water, or farming skills to be able to tend crops • those without education might not understand the importance of a balanced/healthy diet or issues in relation to hygiene and health care. This inhibits their ability to remain healthy and sustain employment when it is found. (links to science) • need to be aware of the delicate balance between aid and assistance for countries who are trying to eradicate poverty and the potential for interference, for example imposing methods rather than educating about their purpose • world economic issues such as debt and recession have affected the amount of finance available • a recession makes a number of groups more careful with their disposable income which in turn might affect the amount of money donated to charities, and in turn the amount of help to developing countries. <p>Connections There are opportunities for connections across all domains. Some of these include:</p> <ul style="list-style-type: none"> • science/social: poor health impacts upon one's ability to find and sustain employment • social/cultural: some people (in UK for example) appear to consider that they do not have to work as the state will provide for them. This is in direct contrast to other countries in the world when the state does not or cannot afford to provide for those out of work 		<p>Suggested annotation</p> <p>Source = reference to source; Cu+, So-, Sc+ etc = issues from each domain; Sc/Cu = example of connection; Ext +, Ext - = extent of success in reducing poverty; Conc = conclusion.</p>

Question	Answer	Marks	Guidance and Levels of Response
	<ul style="list-style-type: none"> • manufacturers can help to provide employment for some areas of the world, but at a much reduced cost to them, thus preventing some groups from 'improving their lot'. (science/social/cultural). <p>To what extent do you think the United Nations and British Government targets are achievable?</p> <p>It is expected that stronger answers will consider both of the sources as well as additional knowledge in formulating their answer. These answers will consider the relative merits or drawbacks of any attempts to reduce poverty. These statements will consider balance, for example:</p> <ul style="list-style-type: none"> • investment by rich, Western countries can go a long way towards eradicating poverty although this can be affected by political change and a redressing of domestic social priorities • the time scales set by governments to eradicate poverty seem perfectly achievable at the time of setting the target, however no one can predict that economic stability can be maintained, and that progress will continue in the future • while some countries are working towards eradicating poverty and improving their 'developed' status, others are finding that past economic errors or miscalculations lead them towards the state of poverty. The situation in the EU at present might be cited as an example. 		

APPENDIX 1

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 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 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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