

GCE

General Studies

Unit **F733**: Domain Exploration: Applying Synoptic Skills

Advanced GCE

Mark Scheme for June 2016

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.

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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

Annotation	Meaning
	Blank Page – this annotation must 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.
	Positive
	Negative
	0 marks for A04
	1 mark for A04
	2 marks for A04
	3 marks for A04
	4 marks for A04
	Incorrect
	Development
	Example / reference
	Evaluation
	Loss of/uneven Focus
	Not answering the question
	Point worthy of credit

Subject-specific Marking Instructions**Crossed out responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Longer answer questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response, and have not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. (The underlying assumption is that such candidates have penalised themselves by attempting more questions than necessary in the time allowed.)

Guidance

Read and annotate each response using the agreed annotation. Review the annotation and consider where the answer fits into the Levels Mark Scheme.

Summative comments:

A summative comment based on the Levels Mark Scheme provided should be written at the end of each question.

Section A:

Questions 1 – 4: use ticks to indicate valid points. **The number of ticks** should not exceed the number of marks available for the question.

Advice on the awarding of AO4 can be found in the mark scheme for each question.

Section B:

Ticks should be used in the marking of essays ONLY to indicate a point worthy of credit. The use of the **rest of the** agreed annotation will **combine with these to** provide an indication of the level of success.

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.

Note that in Section A of this paper, marks for Communication are allocated and awarded separately. The following tables should be used in the allocation of marks. Further information is included with individual questions.

Communication

Where there are **four marks** for Communication, use the following descriptors:

4 marks	A very clear response making a case with facility, using a range of appropriate expression and without technical errors
3 marks	A clear response that makes the case clearly using good expression and the minimum of errors.
2 marks	Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.
1 mark	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.
0 marks	This is awarded for no response for when the answer is totally incorrect.

Where there are **two marks** for Communication, use the following descriptors:

2 marks	A clear response that communicates ideas succinctly and without technical errors.
1 mark	A response that shows a basic understanding but may contain some ambiguity and technical errors.
0 marks	This is awarded for no response for when the answer is totally incorrect.

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 **may** be placed **in the margin or in the body of the script**. **Please do not obscure any words written by the candidate.**
- **review** your annotation, and then consider in which **level** the answer is located
- consider its **position within the level** and **allocate a mark**

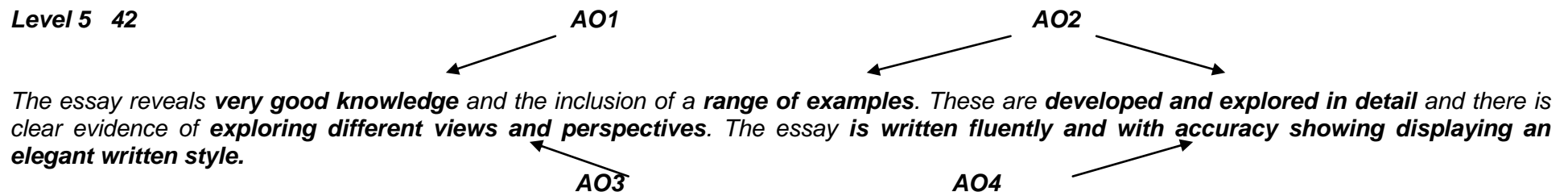
Write a summative comment to support the marking decision.

The comment must address the main requirements of the question and reveal how well the candidate has tackled these.

- comments must be made **in addition** to the **AO statements** but **NOT** instead of them
- comments should always be **positive and specific** and **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.

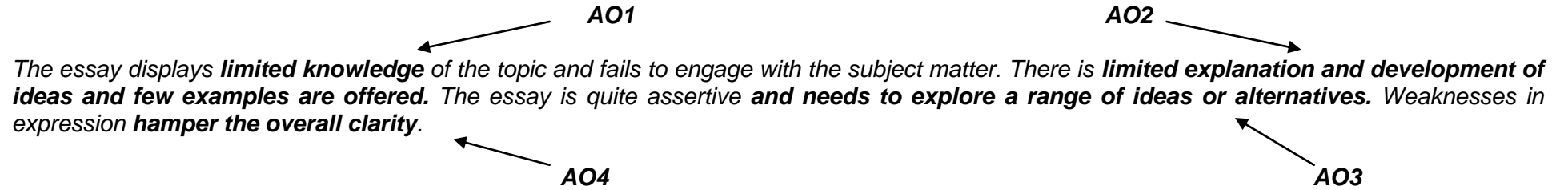
For example an answer placed in the highest level might receive a comment such as:

Level 5 42





A weaker answer might receive a comment such as:

Level 2 15







SECTION A

Question	Answer	Marks	Guidance																	
1	<p>This question involves reading and understanding data in tabular form, and deducing reasons for discrepancy between perception and reality.</p> <p>Indicative content</p> <p>Statistic 1 [percentage of Muslims]:</p> <ul style="list-style-type: none"> people who live in areas where there is a large Muslim population may assume that their local demographic is typical the visibility of the Muslim population is high in some sections of the mass media, suggesting a higher percentage of population than is the case publicity given to organisations such as the English Defence League and individuals who have a vested interest in exaggerating the size of the Muslim population. <p>Statistic 2 [unemployment benefit]:</p> <ul style="list-style-type: none"> politicians talk of “benefit scroungers” in order to make political capital to blame their opponents for wasting public money journalists such Richard Littlejohn or Katie Hopkins demonise some actual ‘benefit scroungers’ and suggest that rare cases are in fact typical ‘reality’ television similarly highlights benefit fraud in a way making it seem more common than it is. <p>Statistic 3 [teenage pregnancies]:</p> <ul style="list-style-type: none"> the 0.6% incidence of teenage pregnancies is an average, and varies greatly; people may genuinely see higher rates in their local area 	10	<p>Assessment Objective Balance:</p> <table border="1" data-bbox="1243 316 2078 384"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>Content 7- 8 marks Very good reasons why the differences between popular suspicions and reality occur with detailed exemplification and using two statistics.</p> <p>5-6 marks Good reasons why the differences between popular suspicions and reality occur with good examples using two statistics.</p> <p>3-4 marks Simple reasons about why the differences between popular suspicions and reality occur with simple examples that may lack detail or a very good answer dealing with only one statistic.</p> <p>1-2 marks: Limited reasons why the differences between popular suspicions and reality occur with few or no examples</p>						Question	AO1	AO2	AO3	AO4	Total	1	2	6	0	2	10
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Question	Answer	Marks	Guidance						
	<ul style="list-style-type: none"> • there is a strong link between social disadvantage and teenage pregnancy which may skew perception of the national problems in areas where this occurs • ‘moral panics’ in the press suggest that the incidence of such pregnancies is higher than it is (particularly in television soap operas.) <p>Statistic 4 [benefit fraud]:</p> <ul style="list-style-type: none"> • people are always ready to believe in the discreditable behaviour of others • some news media and television programmes regularly print stories of benefit fraud, creating an atmosphere where all those drawing benefits are suspect • local gossip and discrimination often lead people to accept myth as fact particularly where they concern EU immigrants or asylum seekers. <p>References to the media must be supported by an example to gain development credit. The example may be a named journalist, a media story, or a television programme. ‘Media’ is acceptable for use in relation to both statistics.</p>		<p>Communication</p> <table border="1" data-bbox="1243 279 2072 518"> <tr> <td data-bbox="1243 279 1444 343">2 marks</td> <td data-bbox="1444 279 2072 343">A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td data-bbox="1243 343 1444 446">1 mark</td> <td data-bbox="1444 343 2072 446">A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td data-bbox="1243 446 1444 518">0 marks</td> <td data-bbox="1444 446 2072 518">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content. AO4 mark must be annotated in the script.</p> <p>Annotation</p> <p> for a point worthy of credit</p> <p> for development of points.</p>	2 marks	A clear response that communicates ideas succinctly and without technical errors.	1 mark	A response that shows a basic understanding but may contain some ambiguity and technical errors.	0 marks	This is awarded for no response or when the answer is totally incorrect.
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2	<p>This question involves reading and understanding a source presented graphically, and offering plausible explanations of the information.</p> <p>Indicative content</p> <ul style="list-style-type: none"> 60% of Mathematics students succeed at A*, A, and B as opposed to 25% of General Studies students: this might suggest that Mathematics is a soft subject the very small A* percentage in General Studies suggests that only outstanding students can attain it: is it plausible to suggest that 15% of Mathematics students are equally outstanding? the situation is reversed at the E grade – suggesting either that fewer weak students enter for Mathematics than for General Studies or that it is easy to pass at grade E in General Studies the distribution of the Mathematics results [only 30% score C, D or E] suggests that Mathematics might attract a stronger cohort of students than General Studies [60% C, D or E] – who may have opted for what they see as a soft subject equally the preponderance of C, D and E passes at General Studies might reflect a lower commitment – in timetabling, money and staffing – to the subject on the part of schools the two subjects test different skill sets – Mathematics is mainly deductive logic, as opposed to General Studies, which is much less finite [the unkind might say “woolly”] and this alone could account for the differences the overall pass rate for Mathematics seems to be about 90%, as opposed to 85% for General 	10	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1245 312 2069 384"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>Content</p> <p>7-8 marks Citing and explaining three deductions made from the charts convincingly and in clear detail.</p> <p>5-6 marks Citing and explaining three deductions made from the charts convincingly and in detail, or for an answer dealing with only two points more comprehensively.</p> <p>3-4 marks Citing and explaining three deductions made from the charts with simple support, or for an answer dealing with only one point more comprehensively.</p> <p>1-2 marks for an answer citing and explaining one or two deductions made from the charts in limited detail</p> <p>Communication</p> <table border="1" data-bbox="1245 1086 2069 1326"> <tbody> <tr> <td>2 marks</td> <td>A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td>1 mark</td> <td>A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td>0 marks</td> <td>This is awarded for no response or when the answer is totally incorrect.</td> </tr> </tbody> </table>	Question	AO1	AO2	AO3	AO4	Total	2	2	6	0	2	10	2 marks	A clear response that communicates ideas succinctly and without technical errors.	1 mark	A response that shows a basic understanding but may contain some ambiguity and technical errors.	0 marks	This is awarded for no response or when the answer is totally incorrect.
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	<p>Studies, so if there is a difference in difficulty overall, it does not seem to be statistically significant.</p>		<p>Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content.</p> <p>Annotation</p> <p> for a point worthy of credit</p> <p> for development of points.</p>																		
<p>3</p>	<p>This question involves discriminating between fact, truth and belief and giving reasons for making those distinctions</p> <p>Indicative content</p> <p>Answer Statement A shows belief Statement B shows truth Statement C shows fact</p> <p>Reasons may include:</p> <p>Beliefs are</p> <ul style="list-style-type: none"> accepted by believers without verifiable evidence thought to be the case without certainty. <p>In this case there are many other sources of information that may support or refute this claim despite the fact that some may argue that a meteorologist would be well-placed to have reliable knowledge of this subject.</p> <p>Truths are</p> <ul style="list-style-type: none"> arguable usually conforming to reality they answer why questions. <p>In this case the assumption may be made that a</p>	<p>10</p>	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1249 587 2063 659"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>Content</p> <p>Two marks for linking all three words with the correct statement (A, B and C). One mark if only one word is correctly linked (if two are linked then this automatically means all three are correct.) For each statement up to two marks are available for explaining and developing the reason for the choice that has been made.</p> <p>Communication</p> <table border="1" data-bbox="1249 1091 2069 1334"> <tbody> <tr> <td>2 marks</td> <td>A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td>1 mark</td> <td>A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td>0 marks</td> <td>This is awarded for no response or when the answer is totally incorrect.</td> </tr> </tbody> </table>	Question	AO1	AO2	AO3	AO4	Total	3	2	6	0	2	10	2 marks	A clear response that communicates ideas succinctly and without technical errors.	1 mark	A response that shows a basic understanding but may contain some ambiguity and technical errors.	0 marks	This is awarded for no response or when the answer is totally incorrect.
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	<p>geographer should know the background and layout (geography) of the places he visits and that this statement is most likely true; though to suggest that this is 100% accurate for every place he visits is debatable. Also, he is in Manchester now, which is true, but could be in Leeds later.</p> <p>Facts are</p> <ul style="list-style-type: none"> • realities, they exist, they are verified, they have empirical evidence to support them • they answer where, when, and how questions. <p>In this case it is a demonstrable fact that the sun rises in the east and sets in the west; a scientist can construct an experiment involving observation of the phenomenon over a period of time and make a unequivocal conclusion.</p> <p>In support of their choice it is possible for candidates to gain credit for briefly explaining what they consider to be a belief, truth and fact. Candidates can also gain credit for defining a belief, truth or fact, even if the word is linked to an incorrect statement.</p>		<p>Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content.</p> <p>Annotation</p> <p> correct link of word to statement</p> <p> development of reasons for the choice made</p>

Question	Answer	Marks	Guidance																
4	<p>This question involves writing a short essay involving the extrapolation of scientific progress into social and cultural change.</p> <p>Indicative content</p> <p>All of the goods and services offered by the shop are vulnerable to scientific progress as follows:</p> <ul style="list-style-type: none"> the circulation of newspapers and magazines is falling rapidly; very few of them do not already have an on-line version, and this trend will grow to replace printed newspapers altogether [C] online grocery shopping and out-of-town superstores are becoming more commonplace leading to reduction in use of smaller retailers [So] greetings cards and stationery are now being replaced by online versions, such that the trade in them could well become a niche market [So] recent trends have suggested a fall in alcoholic consumption in the young which, if continued, will affect those who sell it; the increase in home consumption may well balance this out [So, C] there is a gradual progress towards making tobacco prohibitively expensive and the acceleration in non-smoking legislation (though there has been an increase in legal alternatives) [So] tobacco consumption has fallen and has been replaced by e-cigarettes [So, C] the movement towards a cashless society, e.g. mobile phone top-up and the payment of utility bills is now done increasingly on-line [So] 	20	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1243 295 2063 363"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7</td> <td>7</td> <td>2</td> <td>4</td> <td>20</td> </tr> </tbody> </table> <p>Content</p> <p>Level 4 (13 – 16 marks)</p> <ul style="list-style-type: none"> a very good understanding of the social and cultural effects of scientific progress on the small scale retail trade referring to a wide range of examples. <p>Level 3 (9 – 12 marks)</p> <ul style="list-style-type: none"> a good understanding of the social and cultural effects of scientific progress on the small scale retail trade referring to a range of examples. <p>Level 2 (5 – 8 marks)</p> <ul style="list-style-type: none"> an adequate understanding of the social and cultural effects of scientific progress on the small scale retail trade referring to some examples <p>Level 1 (0 – 4 marks)</p> <ul style="list-style-type: none"> a limited understanding of the social and cultural effects of scientific progress on the small scale retail trade referring to few (if any) examples. <p>Communication</p> <table border="1" data-bbox="1243 1161 2063 1401"> <tbody> <tr> <td>4 marks</td> <td>A very clear response making a case with facility, using a range of appropriate expression and without technical errors</td> </tr> <tr> <td>3 marks</td> <td>A clear response that makes the case clearly using good expression and the minimum of errors.</td> </tr> </tbody> </table>	Question	AO1	AO2	AO3	AO4	Total	4	7	7	2	4	20	4 marks	A very clear response making a case with facility, using a range of appropriate expression and without technical errors	3 marks	A clear response that makes the case clearly using good expression and the minimum of errors.
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	<ul style="list-style-type: none"> • the need for photocopying will diminish in a paperless society, but corner shops may well offer 3-D photocopying instead as this becomes more accessible [So] • the advent and growth of iPhone and tablet technology has already caused many internet cafes to close, although it is possible that some of them may survive as social or gaming centres [So, C] • people's working life is extending as is longevity which will inevitably lead to a change in consumer preferences and demand. <p>It is important that candidates should bring out the social and cultural aspects of the results of scientific progress. By developing these points a candidate can access the upper mark levels.</p>		2 marks	Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.
			1 mark	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.
			0 marks	This is awarded for no response for when the answer is totally incorrect.

SECTION B

Question	Answer	Marks	Guidance												
5	<p>This question involves:</p> <ul style="list-style-type: none"> the identification, discussion and evaluation of the positive and negative effects of technology on society an opportunity for candidates to develop answers based on their own experiences of technology an evaluation of the extent to which you believe the statement to be true. <p>Indicative content</p> <p>Great gifts</p> <p>Technology has made enormous contributions to many areas including:</p> <ul style="list-style-type: none"> medicine energy transport communication and media entertainment commerce agriculture domestic and family life. <p>Stabs in the back</p> <p>Medicine</p> <ul style="list-style-type: none"> the Alzheimer's epidemic as people live longer dilemmas concerning stem cell therapy, assisted suicide and euthanasia cosmetic surgery designer babies. 	50	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 347 2069 416"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p>Level 5 (41-50 marks)</p> <ul style="list-style-type: none"> very good knowledge and understanding of the positive and negative effects of technology [AO1] very good analysis and evaluation of the issues raised by the positive and negative effects of technology [AO2] very good consideration of range of viewpoints including the appropriate use of personal experience [AO3] very good communication with very clear, concise organisation and expression [AO4]. <p>Level 4 (31-40 marks)</p> <ul style="list-style-type: none"> good knowledge and understanding of the positive and negative effects of technology [AO1] good analysis and evaluation of the issues raised by the positive and negative effects of technology [AO2] good consideration of range of viewpoints including the appropriate use of personal experience [AO3] good communication with good organisation and expression [AO4]. <p>Level 3 (21- 30 marks)</p> <ul style="list-style-type: none"> adequate knowledge and understanding of the positive and negative effects of technology [AO1] adequate analysis and evaluation of the issues raised by the positive and negative effects of technology [AO2] adequate consideration of range of viewpoints including the appropriate use of personal experience [AO3] 	Question	AO1	AO2	AO3	AO4	Total	5	7	25	8	10	50
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	<p>Energy</p> <ul style="list-style-type: none"> • environmental damage caused by the extraction and • use of fossil fuels • peak oil – diminishing oil supplies could well cause possible energy-based conflicts, even wars • economic control of world markets by OPEC. <p>Transport</p> <ul style="list-style-type: none"> • pollution caused by internal combustion engines • disease and climate change • environmental damage caused by road and rail development. <p>Communication and Media</p> <ul style="list-style-type: none"> • the loss of personal and family interaction • the trivialisation of social intercourse • the cult of celebrity • the reduction of human experience by sensationalism • the corrupting influence of “infotainment”. <p>Entertainment</p> <ul style="list-style-type: none"> • poor human interaction in computer entertainment • the ready availability of pornography • the normalisation of violence in video games • the loss of the immediacy of live entertainment • the truncation of childhood. <p>Commerce</p> <ul style="list-style-type: none"> • concentration of economic power in huge combines • electronic commerce damages society – job losses 		<ul style="list-style-type: none"> • adequate communication with adequate organisation and expression [AO4]. <p>Level 2 (11-20 marks)</p> <ul style="list-style-type: none"> • limited knowledge and understanding of the positive and negative effects of technology [AO1] • limited analysis and evaluation of the issues raised by the positive and negative effects of technology [AO2] • limited consideration of differing viewpoints which may include the appropriate use of personal experience [AO3] • limited communication with limited organisation and expression [AO4]. <p>Level 1 (0-10 marks)</p> <ul style="list-style-type: none"> • a restricted knowledge and understanding of the positive and negative effects of technology [AO1] • a restricted analysis and evaluation of the issues raised by the positive and negative effects of technology [AO2] • restricted consideration of differing viewpoints [AO3] • very limited communication with very limited organisation and expression [AO4].

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • loss of community identity as local businesses close • restriction of choice caused by monopolies <p>Agriculture</p> <ul style="list-style-type: none"> • animal antibiotics entering the food chain • factory farming and cruelty to animals • monopoly purchasing damaging farmers • loss of local individuality e.g. cheese, beers. <p>Domestic and family life</p> <ul style="list-style-type: none"> • consumer society pressurising families • social media interfering with family interaction. <p>A very good answer will refer to a selection of examples and, in making an evaluation, there will be consideration of the extent to which the candidate believes the ideas presented to be true or not. It is important to consider both sides of the case to effectively tackle the conflict suggested by the question. This will include the candidate's own beliefs as well as the alternative, less favoured view or source of knowledge. The argument will therefore be balanced and complete.</p>		

Question	Answer	Marks	Guidance												
6	<p>This question involves:</p> <ul style="list-style-type: none"> an appreciation of the content and meaning of the quotation an exploration of the positive and negative cultural effects of multiculturalism in the UK an exploration of the positive and negative social effects of multiculturalism in the UK the use of examples to illustrate the views presented. <p>Indicative content</p> <p>The quotation suggests:</p> <ul style="list-style-type: none"> the reader is being directed to a real-life view not an ideal one that they may imagine to be true that there is not the equal respect between cultural (and social) groups that may emerge through the sharing of experiences that reality involves a more negative, sinister and threatening situation existing between and within cultural groups. <p>Positive effects of multiculturalism may include:</p> <ul style="list-style-type: none"> the pessimism of the source seems unjustified by the British experience on the whole learning about other cultures can begin with sharing of simple things like food, music, dress and arts and crafts, phenomena which are common to all cultures the sharing of which can lead to clearer mutual understanding developing into genuine tolerance and interaction interaction may begin in schools, where children may be less conscious of ethnic differences and accept multiculturalism without questioning it 	50	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1276 279 2069 351"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p>Level 5 (41-50 marks)</p> <ul style="list-style-type: none"> very good knowledge and understanding of the positive and negative effects of multiculturalism [AO1] very good analysis and evaluation of the positive and negative effects of multiculturalism using a very good range of examples [AO2] very good consideration of a range of viewpoints including the use of a range of personal experience [AO3] very good communication with very clear, concise organisation and expression [AO4]. <p>Level 4 (31-40 marks)</p> <ul style="list-style-type: none"> good knowledge and understanding of the positive and negative effects of multiculturalism [AO1] good analysis and evaluation of the positive and negative effects of multiculturalism using a good range of examples [AO2] effective consideration of range of viewpoints including the use of personal experience [AO3] good communication with good organisation and expression [AO4]. <p>Level 3 (21-30 marks)</p> <ul style="list-style-type: none"> adequate knowledge and understanding of the positive and negative effects of multiculturalism [AO1] adequate analysis and evaluation of the positive and negative effects of multiculturalism with some examples [AO2] 	Question	AO1	AO2	AO3	AO4	Total	5	7	25	8	10	50
Question	AO1	AO2	AO3	AO4	Total										
5	7	25	8	10	50										

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • many religious and cultural festivals have a family basis, e.g. Christmas, Diwali, Eid, Channukah, and these can emphasise similarities more than they highlight differences • the British experience is a microcosm of the multicultural development of (for example) the USA which began 150 years ago • a need to remember that our multicultural experience began only in the 1950s so the process will happen at its own pace. <p>Negative effects of multiculturalism may include:</p> <ul style="list-style-type: none"> • just as British nationals can be small-minded, insular and suspicious of foreigners so can some sections of our immigrant population, whether first, second or third generation • there may be an unwillingness to adapt, change and tolerate the values and mores of the host population • some cultural customs surviving in our immigrant population are unacceptable on any level (for example female circumcision, compulsorily arranged marriages, and so called ‘honour killings’ of young women who are felt to have disgraced their parents by forming a relationship with someone their racial/religious group • the local imposition of Sharia law. 		<ul style="list-style-type: none"> • adequate consideration of some viewpoints including some reference to personal experience [AO3] •adequate communication with adequate organisation and expression [AO4]. <p>Level 2 (11-20 marks)</p> <ul style="list-style-type: none"> • limited knowledge and understanding of the positive and negative effects of multiculturalism [AO1] • limited analysis and evaluation of the positive and negative effects of multiculturalism with few examples [AO2] <ul style="list-style-type: none"> • limited consideration of differing viewpoints with limited use of personal experience [AO3] • limited communication with limited organisation and expression [AO4]. <p>Level 1 (0-10 marks)</p> <ul style="list-style-type: none"> • very limited knowledge and understanding of the positive and negative effects of multiculturalism [AO1] • very limited analysis and evaluation of any positive and negative effects of multiculturalism with very limited or the absence of examples [AO2] • very limited consideration of differing viewpoints [AO3] • very limited communication with very limited organisation and expression [AO4].

Question	Answer	Marks	Guidance												
7	<p>Indicative content</p> <p>The question involves:</p> <ul style="list-style-type: none"> discussing the main issues surrounding over-prescription evaluating the ways in which over-prescription may have effects on the UK. <p>The question of prescription medicines and the responsibility of health professionals is a constant and growing cause for concern in the UK. There are cultural, scientific and social issues that merge to present several key points for consideration when exploring this topic.</p> <p>Overview</p> <ul style="list-style-type: none"> Prescription drugs have their place in our medically advanced society. There are many diseases people would die from if not for prescription drugs, and some prescription drugs seem to make life easier when you have a small ailment. Serious misuse, dependency and addiction can stem from too many prescription drugs dealt by the hands of responsible doctors and pharmacists. <p>In evaluating the effects of over-prescription on UK citizens candidates may refer to both positive and negative issues.</p> <p>Positive issues may include:</p> <ul style="list-style-type: none"> prescription drugs can often be the answer for life-threatening conditions including high blood pressure, high cholesterol or even cancer they stimulate and mimic a well-functioning body, so there are a number of people whose lives are saved daily because of prescription drugs; without them, they would have a lower quality of life and even risk death 	50	<p>Assessment Objective Balance:</p> <table border="1" data-bbox="1279 280 2069 352"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p>Level 5 (41-50 marks)</p> <ul style="list-style-type: none"> very good knowledge and understanding of the main issues surrounding over-prescription in the UK [AO1] a very good analysis and evaluation of these issues from a number of differing viewpoints [AO2] effective and extensive consideration of range of perspectives [AO3] very good communication with very clear, concise organisation and expression[AO4]. <p>Level 4 (31-40 marks)</p> <ul style="list-style-type: none"> good knowledge and understanding of the main issues surrounding over-prescription in the UK [AO1] good analysis and evaluation of these issues from some differing viewpoints [AO2] effective consideration of range of perspectives [AO3] good communication with clear organisation and expression [AO4]. <p>Level3 (21-30 marks)</p> <ul style="list-style-type: none"> adequate knowledge and understanding of some of the issues surrounding over-prescription in the UK [AO1] adequate analysis and some evaluation of these issues [AO2] some consideration of some or one specific perspective(s) [AO3] adequate communication with adequate organisation and expression [AO4]. 	Question	AO1	AO2	AO3	AO4	Total	5	7	25	8	10	50
Question	AO1	AO2	AO3	AO4	Total										
5	7	25	8	10	50										

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • some prescription drugs cure the ailment; some make it easier to live with so that the patient can endure the sickness • some treat small ailments from time to time with great success making life easier when dealing with a short-term illness. Antibiotics for infections, flu medication and prescription cough medicine are used only while the patient is sick • the continuation of medication can also offer respite to members of a family who are caring for someone who is ill and thereby do not have to see suffering day by day • the pharmaceutical industry is a major source of employment and national income in terms of exports and taxation. <p>Negative issues may include:</p> <ul style="list-style-type: none"> • prescription drugs are subject to misuse by those who were not intended to take the drug • once the prescription has been written and filled, it is out of the doctor's hands • teenagers and adults take prescription drugs that were not intended for them in an effort to feel some of the side effects • having these drugs in the home means easy access and pill-sharing among friends. This can cause serious injury and even death from misuse and overdose • misusing prescription drugs is a problem in a society with a general attitude that if a doctor prescribes it, it appears safe for anyone to take it • a proportion of the number medicines prescribed are not taken by patients either because the prescription is not dispensed or because patients don't take the medicines prescribed; this is a problem for public health and leads to financial losses to the NHS. 		<p>Level 2 (11-20 marks)</p> <ul style="list-style-type: none"> • limited knowledge and understanding of a limited number of issues surrounding over-prescription in the UK [AO1] • limited analysis and evaluation of these issues from a single viewpoint [AO2] • limited consideration of other perspectives [AO3] • limited communication with limited organisation and expression [AO4]. <p>Level 1 (0-10 marks)</p> <ul style="list-style-type: none"> • very limited knowledge and understanding of a very limited number of issues surrounding over-prescription in the UK [AO1] • very limited analysis and no clear evaluation of any issues [AO2] • very limited consideration of other perspectives, if any [AO3] • very limited communication with very limited organisation and expression [AO4].

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"><li data-bbox="367 215 1131 416">• When drugs are overprescribed and overused we run the risk of bacteria becoming antibiotic-resistant, for example, MRSA and other super-bugs. This has many consequences for both the patient and the NHS in terms of personal suffering, costs and the risks of surgery		

APPENDIX 1: Generic mark scheme for questions worth 50 marks

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 difference between 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 complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of rules and 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 well 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 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 wide range of 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 superficial evaluation use evidence to develop arguments and draw conclusion 	
AO3	<ul style="list-style-type: none"> demonstrate awareness of the difference 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 difference between types of knowledge have 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 of the rules of grammar, punctuation and spelling. 	

Level 1

AO1	<ul style="list-style-type: none"> select, use and integrate some relevant knowledge show a limited understanding of the concepts involved 	0 – 10
AO2	<ul style="list-style-type: none"> demonstrate poor interpretation and analysis of issues problems evaluations recognise arguments and conclusion 	
AO3	<ul style="list-style-type: none"> demonstrate very limited awareness of the differences between types of knowledge have 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 punctuation, and inaccurate spelling. 	

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