

**GCE**  
**General Studies**

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

Advanced GCE

**Mark Scheme for June 2016**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
C	Cultural point
SC	Scientific point
S	Social point
DEV	Development
EG	Example
+	Positive/advantage
-	Negative/disadvantage
E	Extent/evaluation
●	Key point
?	Vague/unclear
NAQ	Not answered question
REP	Repetition
REL	Relevance (questioning relevance to the question which was asked)
✓	Tick

Here are the subject specific instructions for this question paper:

The mark scheme provides some of the important information that candidates may include in their answers to the questions. It is not definitive or exclusive. Candidates invariably provide additional material or alternative response that may be valid and creditworthy. In this subject, assessors are required to exercise a degree of discretion when considering candidate responses and may, at times, need to use their professional judgement in deciding whether a response should be awarded any marks. General Studies is not exclusively a test of knowledge though candidates are encouraged to use their experience of a wide range of educational experience and actuality in their answers. Assessors are reminded that the extent and level of thinking that has been employed by candidates is the key to unlock the higher level of marks. On the other hand, simple, assertive statements attract little credit.

### **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**.

<b>Assessment objectives balance</b>			
AO1	AO2	AO3	AO4
10	15	15	10

Question	Answer/Indicative content	Mark	Guidance
1	<p><b>The question involves:</b></p> <ul style="list-style-type: none"> <li>discussing the ways the domain issues from the 'Legacy of the Games' have affected the UK since the 2012 Games</li> <li>considering the extent to which major investment in sporting events by the government benefits the whole of the UK population.</li> </ul> <p><b>The sources consist of:</b></p> <ul style="list-style-type: none"> <li>an outline of the aims for the UK to 2020</li> <li>a statement from Boris Johnson about the effects of the 2012 Games on London in particular, and the UK in general.</li> </ul> <p><b>Ways the 'Legacy of the Games' has had domain effect on UK since 2012:</b></p> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>influence of friends and family to be involved in sport</li> <li>greater cultural mix in country should improve range of sports available to play</li> <li>improved media coverage of sporting events</li> <li>media influence on sport including the portrayal of women in sport</li> <li>traditional sports get more TV coverage than 'newer' ones</li> <li>changing attitudes to participation in sport by groups, e.g. women, those with disability</li> <li>improved tourism within UK.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>improved environments to encourage increase in outdoor activities such as walking and cycling</li> <li>acknowledgement of links to participation and health</li> <li>improvements in technology allowing a variety of</li> </ul>	50	<p><b>Levels of response:</b></p> <p><b>Level 5 (41–50 Mrks)</b></p> <ul style="list-style-type: none"> <li>very good understanding of the effects of the Legacy of the games on the domains</li> <li>very clear consideration of the influence of the Legacy which will consider both positive and negative aspects including a very good range of relevant examples</li> <li>very clear consideration of the extent to which major investment in sporting events by the government benefits the whole of the UK population</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 effects of the Legacy of the games on the domains</li> <li>clear consideration of the influence of the Legacy which will consider both positive and negative aspects including a good range of relevant examples</li> <li>clear consideration of the extent to which major investment in sporting events by the government benefits the whole of the UK population</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 effects of the Legacy of the games on the domains</li> <li>adequate consideration of the influence of the Legacy which will consider some positive and negative aspects including some relevant examples</li> <li>adequate consideration of the extent to which major investment in sporting events by the government benefits the whole of the UK population</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>people with disability to participate</p> <ul style="list-style-type: none"> <li>• improved security surrounding the organisation and running of sporting events.</li> </ul> <p><b>Society</b></p> <ul style="list-style-type: none"> <li>• costs to participate (travel, entrance, equipment)</li> <li>• improved transport links</li> <li>• access to facilities at evenings and weekends</li> <li>• improved funding for school sports, particularly in Primary schools</li> <li>• expanding the School Games initiative.</li> </ul> <p><b>To what extent does major investment in sporting events by the government benefit the whole of the UK population?</b></p> <p><b>General:</b></p> <ul style="list-style-type: none"> <li>• perception that major sporting events tend to be held in 'the south' e.g. Tennis, Athletics, Cricket</li> <li>• who decides which sports gain investment</li> <li>• national pride and prestige of winning at major competitions (e.g. World Cups, Wimbledon, Olympics)</li> <li>• perceived increase in 'north south' divide as a result of the 2012 Games, and sporting investment.</li> </ul> <p><b>For:</b></p> <ul style="list-style-type: none"> <li>• should raise profile of 'active healthy lifestyle' in order to reduce strain on NHS</li> <li>• government support ensures continuance of viability of some sports</li> <li>• there has been focus on provision and support for sporting events outside of the south, e.g. Commonwealth Games in Glasgow, Tour de France in Yorkshire</li> </ul>		<ul style="list-style-type: none"> <li>• adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (11–20 Marks)</b></p> <ul style="list-style-type: none"> <li>• limited understanding of the effects of the Legacy of the games on the domains</li> <li>• limited consideration of the influence of the Legacy which may include a limited number of positive and/or negative aspects with few examples</li> <li>• limited consideration of the extent to which major investment in sporting events by the government benefits the whole of the UK population</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 effects of the Legacy of the games</li> <li>• very limited consideration of the influence of the Legacy with a very limited number of positive and/or negative aspects with few or no examples</li> <li>• very limited consideration of the extent to which major investment in sporting events by the government benefits the whole of the UK population</li> <li>• very limited communication with very limited organisation and expression.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• success in sports ought to encourage greater interest, e.g. Davis Cup.</li> </ul> <p><b>Against:</b></p> <ul style="list-style-type: none"> <li>• higher profile sports (e.g. Association Football, Lawn Tennis) should not receive investment from government due to opportunities elsewhere</li> <li>• funding should go into provision of facilities rather than specific sporting events</li> <li>• are there more important issues for government: education, defence and so on.</li> </ul> <p><b>National, regional and local examples which might be used:</b></p> <ul style="list-style-type: none"> <li>• location of important sporting events, e.g. England playing football at Wembley and not moving around the country</li> <li>• lack of access to sporting events by some regions, e.g. England Test Cricket in north east England</li> <li>• revised opening times at local sports centres and swimming pools as a result of cuts to local government spending</li> <li>• perceived restricted access to green fields and open spaces for activity</li> <li>• perceived decline in after school sports activities and/or competitions</li> <li>• perceived lack of opportunity for sixth form sporting activities</li> <li>• the sale of school sports' fields.</li> </ul>		

Question	Answer/Indicative content	Mark	Guidance
2	<p><b>The question involves:</b></p> <ul style="list-style-type: none"> <li>discussing the issues from each domain which relate to the disposal of refuse and litter</li> <li>considering the current situation in relation to data about refuse and litter</li> <li>considering the extent to which the aim of a 'zero waste economy' is achievable.</li> </ul> <p><b>The source consists of:</b></p> <ul style="list-style-type: none"> <li>information about issues relating to the disposal of refuse and litter</li> <li>data relating to the amount of, and cost of disposal of refuse and litter in the UK.</li> </ul> <p><b>Issues from the domains relating to refuse:</b></p> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>attitudes to refuse and litter, e.g. weekly or fortnightly bin collections and press coverage of this</li> <li>increasing reliance on disposable items rather than re-use</li> <li>media coverage of other perceived more important issues</li> <li>attitudes to waste/waste disposal in different countries, e.g. western 'throw-away' culture, and some developing world countries where waste is valued by poorer people who make a living by scavenging.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>pollution issues from waste</li> <li>environmental damage caused by landfill and or fly tipping</li> <li>health issue for those living near landfill sites</li> <li>reduce/re-use/recycle</li> <li>research into more 'eco-friendly' materials</li> <li>research into how 'waste' can be used for power, e.g. used cooking fat to run cars.</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 issues arising from refuse and litter and a very good exploration of the zero waste economy issue</li> <li>very wide consideration of the influence of each domain upon refuse and litter which will consider both positive and negative aspects and uses a very good range of relevant examples; there is very good exploration of the zero waste issue</li> <li>very clear evaluation of the current situation with regard to refuse and litter disposal and very clear understanding of a very good range of views about zero waste</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 issues arising from refuse and litter and a good exploration of the zero waste economy issue</li> <li>wide consideration of the influence of each domain upon refuse and litter which will consider both positive and negative aspects and uses a good range of relevant examples; there is good exploration of the zero waste issue</li> <li>clear evaluation of the current situation with regard to refuse and litter disposal and a clear understanding of a good range of views about zero waste</li> <li>good communication with clear, concise organisation and expression.</li> </ul> <p><b>Level 3 (21–30 Marks)</b></p> <ul style="list-style-type: none"> <li>adequate understanding of issues arising from refuse and litter and an adequate exploration of the zero waste economy issue</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p><b>Society</b></p> <ul style="list-style-type: none"> <li>cost of providing receptacles for litter and refuse</li> <li>fines imposed by councils perceived as 'money-making'</li> <li>number of 'landfill sites'</li> <li>transportation costs relating to refuse</li> <li>charging for use of carrier bags</li> <li>consideration of legislation to enforce improvements.</li> </ul> <p><b>How far is the aim of a 'zero waste economy' achievable?</b></p> <p><b>For:</b></p> <ul style="list-style-type: none"> <li>changing attitudes: composting, recycling</li> <li>raising awareness of sites such as Freecycle and Gumtree</li> <li>popularity of car boot sales</li> <li>the cost of refuse collection and management cannot be maintained in its current format, so something needs to be done</li> <li>monetary rewards for reducing waste both for households and business</li> <li>education programmes in schools</li> <li>attitudes and awareness campaigns of lobby groups such as Greenpeace and Friends of the Earth.</li> </ul> <p><b>Against:</b></p> <ul style="list-style-type: none"> <li>attitudes to refuse and litter, e.g. apple cores are biodegradable</li> <li>lifestyle changes encourage use of 'quick fix' and 'ready meals'</li> <li>'broken window' theory about communities</li> <li>wider view of 'zero waste' in terms of old planes, trains, ships and so on.</li> <li>new technologies do not seem to last as long as 'older models'</li> </ul>		<ul style="list-style-type: none"> <li>adequate consideration of the influence of each domain upon refuse and litter which will consider some positive and negative aspects and uses some relevant examples; there is some exploration of the zero waste issue</li> <li>adequate evaluation of the current situation with regard to refuse and litter disposal and adequate understanding of some views about zero waste</li> <li>adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (11–20 Marks)</b></p> <ul style="list-style-type: none"> <li>limited understanding of issues arising from refuse and litter and limited exploration of the zero waste economy issue</li> <li>limited consideration of the influence of each domain upon refuse and litter which will consider few positive and negative aspects and uses few relevant examples; there is limited exploration of the zero waste issue</li> <li>limited evaluation of the current situation with regard to refuse and litter disposal and limited understanding of zero waste</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 issues arising from refuse and litter and very limited exploration of the zero waste economy issue</li> <li>very limited consideration of the influence of each domain upon refuse and litter which will consider few, if any, positive and negative aspects and uses few relevant examples; there is very limited or no exploration of the zero waste issue</li> <li>very limited evaluation of the current situation with regard to refuse and litter disposal and very limited understanding of zero waste</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• zero waste economy might result in job losses for those currently employed in refuse disposal.</li> </ul> <p><b>Footnote for Examiners:</b>  In 2011, the then Conservative-Liberal Democrat coalition government published plans for a zero waste economy and set out measures that it would take, over time, to achieve its aim. Some of the highlights of this plan were:</p> <ul style="list-style-type: none"> <li>• introduce a landfill restriction on wood waste, review the case for introducing landfill bans on other materials, such as metals, textiles and all biodegradable waste; work with industry to drive innovation in reuse and recycling in these products before the start of any bans</li> <li>• increase the rate of recycling and reducing waste creation in the first place by providing incentives for householders: recycling-on-the-go schemes, better services for businesses and voluntary responsibility deals focussing on the hospitality industry, paper, direct mail, textiles, and construction waste</li> <li>• scrap unfair bin fines and taxes while bringing in powers to deal with repeat fly-tipping offenders and genuine nuisance neighbours</li> <li>• crack down on illegal fly-tippers who persistently and recklessly pollute the environment and countryside.</li> <li>• introduce appropriate powers to seize vehicles, and other penalties that might include offenders clearing up items they have dumped.</li> </ul> <p>In reality, it is unlikely that a 'zero waste' economy can be achieved by any serving government due to its cost as well as the fact that it would be likely to lose many votes and not be re-elected. However, the following information may be used as a guide to the sort of measures that may be adopted in order to achieve a zero waste economy:</p>		<ul style="list-style-type: none"> <li>• very limited communication with very limited organisation and expression.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	Adapted from <i>Is zero waste possible?</i> Melissa Harvey (originally included in Centre for Alternative Technology membership magazine Clean Slate, 2010) <a href="http://www.fcrn.org.uk/sites/default/files/Zero_Waste.pdf">http://www.fcrn.org.uk/sites/default/files/Zero_Waste.pdf</a>		

**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 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 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>	

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