

GCE

General Studies

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

Advanced GCE

Mark Scheme for June 2017

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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.

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Annotation	Meaning of annotation
	Cultural point
	Scientific point
	Social point
	Development
	Example
	Positive/advantage
	Negative/disadvantage
	Extent/evaluation
	Key point
	Vague/unclear
	Not answered question
	Repetition
	Relevance (questioning relevance to the question which was asked)
	Tick

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.

Assessment objectives balance			
AO1	AO2	AO3	AO4
10	15	15	10

Question	Answer/Indicative content	Mark	Guidance
1	<p>The question involves:</p> <ul style="list-style-type: none"> • evaluation of the ways in which the domains affect the number of crimes committed in the UK • discussion of the ways in which the domains affect the number of crimes committed in the UK • consideration of the extent to which the sentences for crime can be an effective deterrent. <p>The source includes information about:</p> <ul style="list-style-type: none"> • the change in crime levels since the end of the second World War • some of the attitudes to the management of crime • different types of sentence for various crimes. <p>Issues from the domains that contribute to the number of crimes committed in the UK may include:</p> <p>Cultural</p> <ul style="list-style-type: none"> • changing nature of crime, e.g. cyber-crime, fraud, hacking, identity theft • theft of 'desirable consumer goods', e.g. mobile phones • influence of media reporting, e.g. headlines suggesting crime is increasing • influence of TV and films, e.g. 'copycat' crime • crime against groups of society, e.g. racist and homophobic crime • religiously motivated terrorism • changing values in society, e.g. 'career criminal', delinquent behaviour. <p>Scientific</p> <ul style="list-style-type: none"> • developments which enable different crime, e.g. internet banking, identity theft, phishing scams • developments which enable different methods of crime, 	50	<p>Levels of response:</p> <p>Level 5 (41–50 Marks)</p> <ul style="list-style-type: none"> • very good understanding of the factors from the domains which affect the number of crimes being committed • very wide consideration of the influence of each domain upon the number of crimes being committed which will consider both positive and negative aspects and include a very good range of relevant examples • very clear consideration of the extent to which sentences for crimes are an effective deterrent • very good communication with very clear, concise organisation and expression. <p>Level 4 (31–40 Marks)</p> <ul style="list-style-type: none"> • good understanding of the factors from the domains which affect the number of crimes being committed • good discussion of the influence of each domain upon the number of crimes being committed which will probably consider positive and negative aspects; and using a good range of relevant examples • good consideration of the extent to which sentences for crimes are an effective deterrent • good communication with clear organisation and expression. <p>Level 3 (21–30 Marks)</p> <ul style="list-style-type: none"> • adequate understanding of the factors from the domains which affect the number of crimes being committed • adequate discussion of the influence of each domain upon the number of crimes being committed with some relevant examples • adequate attempt to consider the extent to which sentences for crimes are an effective deterrent

Question	Answer/Indicative content	Mark	Guidance
	<p>e.g. do not need to be at the 'scene' in event of hacking</p> <ul style="list-style-type: none"> • awareness of genetic and psychological factors leading to criminal behaviour, e.g. stress, mental health, learning difficulties • development in technology to enable better detection and conviction of crime, e.g. DNA, fingerprinting, CCTV, etc • development in technology leading to theft of possessions, e.g. mobile phones, ipads etc. <p>Social</p> <ul style="list-style-type: none"> • social changes might lead to increased crime, e.g. poverty, starvation, homelessness • funding cuts leading to reduced police presence • apparent increase in anti-social behaviour which may or may not be linked to decline in 'family values' • lack of facilities and activities which are free/cheap leads to boredom and potentially to criminal/delinquent behaviour • changing types of crime, e.g. drug abuse, GBH. <p>To what extent are sentences for crime an effective deterrent?</p> <p>Effective</p> <ul style="list-style-type: none"> • attitudes of public to current strategies may lead to more legislation about sentencing (social/cultural) • improvements in technology for monitoring behaviour, e.g. tagging, CCTV (scientific/cultural) • education and rehabilitation while in prison (social/cultural). <p>Ineffective</p> <ul style="list-style-type: none"> • increasing population leading to increased variety of attitudes to crime (social/cultural) • prison clearly not working, based on information 		<ul style="list-style-type: none"> • adequate communication with adequate organisation and expression. <p>Level 2 (11–20 Marks)</p> <ul style="list-style-type: none"> • limited understanding of the factors which affect the number of crimes being committed • limited discussion about issues from the domains with few examples • limited consideration of the extent to which sentences for crimes are an effective deterrent • limited communication with limited organisation and expression. <p>Level 1 (1–10 Marks)</p> <ul style="list-style-type: none"> • very limited understanding of the factors which affect the number of crimes being committed • very limited discussion about issues from the domains with few, if any, examples • very limited consideration of the extent to which sentences for crime are an effective deterrent • very limited communication with very limited organisation and expression.

Question	Answer/Indicative content	Mark	Guidance
2	<p>relating to re-offenders (social/cultural)</p> <ul style="list-style-type: none"> • as quickly as detection and prevention rates improve, so will opportunities for crime, e.g. drug crime, credit card move to ‘chip and pin’ and contactless card payment (cultural/scientific/social) • legislation may prevent reduction in sentencing, e.g. ‘human rights’ which in turn reduces the effect of the deterrent (social/cultural) • difficulty of finding employment with a criminal record may lead to re-offending despite any good intentions • lack of understanding by the public of the different length and severity of sentencing, e.g. someone gets 12 years for rape and another gets 5 years for murder (cultural/social). <p>The question involves:</p> <ul style="list-style-type: none"> • consideration of the extent to which people can be misled by advertising media • the inclusion of examples from the domains to support 		<p>Levels of response:</p> <p>Level 5 (41–50 Marks)</p> <ul style="list-style-type: none"> • very good understanding of the factors from the domains

Question	Answer/Indicative content	Mark	Guidance
	<p>the discussion</p> <ul style="list-style-type: none"> consideration of measures to address misleading advertising. <p>The source consists of:</p> <ul style="list-style-type: none"> a National Lottery advertisement text that introduces some of the issues that relate to how advertising might mislead some groups of people. <p>Examples from the domains may include:</p> <p>Cultural</p> <ul style="list-style-type: none"> a range and variety of television channels which broadcast advertisements such as those which suggest that gamblers always win the size and type of advertisements in the printed press the impact of celebrity endorsement upon impressionable groups such as colourful, half-page advertisements or full poster-size examples found at bus stops for products such as sweets the use of well-known music to endorse and support advertising of certain products, e.g. adverts for charities catch phrases that can mislead, e.g. 'Red Bull gives you wings'. <p>Scientific</p> <ul style="list-style-type: none"> internet development allows for greater variety of targeted advertising opportunities and styles; e.g. pop-ups, videos the internet allows a greater 'reach' for advertising media, e.g. all computer/mobile users social media sites allow for 'pop up' advertising and 'liking' by a range of people who use Facebook, Twitter and other social media technological developments in food production and 		<p>which affect advertising media</p> <ul style="list-style-type: none"> very wide consideration of the influence of each domain upon advertising media which will consider both positive and negative aspects and include a very good range of relevant examples very clear consideration of the extent to which advertising media can mislead people very good communication with very clear, concise organisation and expression. <p>Level 4 (31–40 Marks)</p> <ul style="list-style-type: none"> good understanding of the factors from the domains which affect advertising media good discussion of the influence of each domain upon advertising media which will probably consider positive and negative aspects; and using a good range of relevant examples good consideration of the extent to which advertising media can mislead people good communication with clear organisation and expression. <p>Level 3 (21–30 Marks)</p> <ul style="list-style-type: none"> adequate understanding of the factors from the domains which affect advertising media adequate discussion of the influence of each domain upon advertising media with some relevant examples adequate attempt to consider the extent to which advertising media can mislead people adequate communication with adequate organisation and expression. <p>Level 2 (11–20 Marks)</p> <ul style="list-style-type: none"> limited understanding of the factors which impact upon advertising media limited discussion about issues from the domains with

Question	Answer/Indicative content	Mark	Guidance
	<p>preparation suggest that certain products are healthier than they actually are, e.g. low fat yoghurts are often very high in carbohydrates</p> <ul style="list-style-type: none"> • the development of Sky+ and so on allows for ‘fast forward’ to avoid watching adverts. <p>Social</p> <ul style="list-style-type: none"> • ethics of some methods of advertising are dubious e.g. cold calling, charity letters, nuisance phone calls • potential escalation of issues relating to poverty, e.g. gambling, pay-day loans • the wording and placement of advertisements as well as their frequency give cause for concern particularly with regard to impressionable groups. <p>To what extent can advertising media mislead people? There is a number of ways in which people might be misled such as:</p> <ul style="list-style-type: none"> • hidden fees and surcharges • confusing measurements using mixed units, e.g.97% of 3674 people • pseudo-scientific claims, e.g. use of ‘statistics’, ‘dentists recommend...’ • size of packaging shown in the advertising • misunderstanding of terms given • inconsistent or incoherent comparisons between products • ‘no risks’ • the use of enhancement methods (particularly when advertising food products) such as colours and air brushing. 		<p>few examples</p> <ul style="list-style-type: none"> • limited consideration of the extent to which advertising media can mislead people • limited communication with limited organisation and expression. <p>Level 1 (1–10 Marks)</p> <ul style="list-style-type: none"> • very limited understanding of the factors which impact upon advertising media • very limited discussion about issues from the domains with few, if any, examples • very limited consideration of the extent to which advertising media can mislead people • very limited communication with very limited organisation and expression.

APPENDIX 1 – this contains a generic mark scheme grid

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	select, use and integrate a good range of relevant knowledge show an understanding of the concepts involved	31-40
AO2	interpret and analyse issues and problems and evaluate them competently use evidence to develop reasoned arguments and draw conclusions on the evidence	
AO3	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	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	select, use and integrate a range of relevant knowledge show an adequate understanding of the concepts involved	21-30
AO2	undertake some interpretation and analysis of issues and problems and make a superficial evaluation use evidence to develop arguments and draw conclusions	
AO3	demonstrate awareness of the differences between types of knowledge have an appreciation of the strengths and limitations of the different types of knowledge	
AO4	communicate clearly, using some specialist vocabulary with facility use some of the rules of grammar, punctuation and spelling facility.	

Level 2

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

Level 1

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

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

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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