

Advanced GCE

GENERAL STUDIES

Unit F734: Culture, Science and Society:
Making Connections

Specimen Paper

Additional Materials: Answer Booklet (8 pages)

F734QP

Morning/Afternoon

Time: 1 hour 30 mins



INSTRUCTIONS TO CANDIDATES

- Answer **both** questions.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part of question.
- The total number of marks for this paper is **100**.
- You are advised to divide your time equally between both questions.
- In both your answers you should draw upon your studies from the Cultural, Scientific and Social Domains to demonstrate a broad understanding of the issues.
- **Where an answer requires a piece of extended writing, the quality of your written communication will be assessed, including clarity of expression, structure of arguments, presentation of ideas, spelling, punctuation and grammar.**

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **5** printed pages and **3** blank pages.

Answer both questions

1. Sources 1, 2 and 3 show some different styles and techniques used in photography. Consider the images then answer the question that follows in the form of an essay.

SOURCE 1



A late nineteenth century domestic portrait.

©iStockphoto.com/Gina's Galaxy

SOURCE 2



A twenty-first century close-up photo of a dragon fly.

Reproduced from www.morqufile.com, photographer Prasit Imtanavanich

SOURCE 3



A photo from the California Department of Forestry taken in 1999.

© Ed Kashi/Corbis

Using Source 1, 2 and 3 and your own experiences compare the impact of developments in photography upon culture, science and society in the world in which we live.

[50]

[Turn over

2. Read the following sources then answer the question that follows in the form of an essay.

SOURCE 4

People's visions of the future are not necessarily apocalyptic, according to the survey. Asked what could become a reality in the next 50 years, 62% said they would be sharing their home with robots while 56% believed tiny machines could be planted inside people to help disease. Perhaps surprisingly, global warming was judged to be the most serious challenge facing the world by 33% ahead of fighting disease, ending food shortages, halting environmental damage and ending terrorism.

5

Fears about the dark side of scientific advance have been well-documented, but scientists are still held in high esteem. They came top of a list of those judged to be doing the most to make the world a better place, ahead of the royal family in second place, doctors in third and politicians in fourth.

10

Andrew Nahum, curator of aeronautics at the Science Museum, said it was troubling that so few people realised the British origin of so many scientific advances. 'The hypodermic syringe, the contraceptive pill and the locomotive are as much a part of our history as the kings and queens.'

15

'Ignorance shrouds the great British Inventors',
Patrick Barkham, The Guardian, 22 October 2004
Reproduced by kind permission of The Guardian

SOURCE 5

A World Fit For Us

Message from the UNICEF Children's Forum , delivered to the UN General Assembly Special Session on Children by child delegates Gabriela Azurdly Arrieta, 13, from Bolivia and Audrey Cheynut, 17, from Monaco on 8 May 2002

We are the world's children.

5

We are the victims of exploitation and abuse.

We are street children.

We are the children of war.

We are the victims and orphans of HIV/AIDS.

We are denied good-quality education and health care.

10

We are victims of political, economic, cultural, religious and environmental discrimination.

We are the children whose voices are not being heard: it is time we are taken into account.

We want a world fit for children, because a world fit for us is a world fit for everyone.

15

A message from the UNICEF Children's Forum delivered to
the UN General Assembly Special Session on Children
by child delegates in 2002. Reproduced by kind permission of UNICEF

'Action expresses priorities' Mohandas Gandhi

Using Sources 4 and 5 and your own ideas and beliefs, analyse the links between culture, science and society in establishing priorities for the UK government in the 21st Century.

[50]

Paper Total [100]

SPECIMEN

[BLANK PAGE]

SPECIMEN

[BLANK PAGE]

SPECIMEN

SPECIMEN

Copyright Acknowledgements:

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge

© OCR 2007

The maximum mark for this paper is **100**.

Generic Mark Scheme for questions worth 50 marks

AO1	Level descriptor The candidate demonstrates the following abilities where appropriate to:	Marks
Level 1	<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 	9-10
Level 2	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge show an understanding of the concepts involved 	7-8
Level 3	<ul style="list-style-type: none"> select, use and integrate a range of relevant knowledge show an adequate understanding of the concepts involved 	5-6
Level 4	<ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge show a modest understanding of the concepts involved 	3-4
Level 5	<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. 	1-2
AO2	Level descriptor The candidate demonstrates the following abilities where appropriate to:	
Level 1	<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 	13-15
Level 2	<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 	10-12
Level 3	<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 	7-9
Level 4	<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 	4-6
Level 5	<ul style="list-style-type: none"> demonstrate poor interpretation and analysis of issues, problems and evaluation recognise arguments and conclusion. 	1-3

A03	<p style="text-align: center;">Level descriptor The candidate demonstrates the following abilities where appropriate to:</p>	Marks
Level 1	<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 	13-15
Level 2	<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 	10-12
Level 3	<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 	7-9
Level 4	<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 	4-6
Level 5	<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. 	1-3
A04	<p style="text-align: center;">Level descriptor The candidate demonstrates the following abilities where appropriate to:</p>	
Level 1	<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 the rules of grammar, punctuation and spelling with accuracy and facility 	10-9
Level 2	<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 with facility 	7-8
Level 3	<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 	5-6
Level 4	<ul style="list-style-type: none"> • communicate ideas with limited clarity, using some specialist vocabulary • use some rules of grammar, punctuation and spelling 	3-4
Level 5	<ul style="list-style-type: none"> • communicate with little clarity using occasional specialist terms • use poor grammar and punctuation, and inaccurate spelling. 	1-2

Question Number	Answer	Marks
1	<p>Using Sources 1, 2 and 3 and your own experiences compare the impact of developments in photography upon culture, science and society in the world in which we live.</p> <p>The sources comprise three photographs:</p> <p>Source 1 A black and white/sepia photograph of a Victorian family. In this example there is evidence of:</p> <ul style="list-style-type: none"> • the size of a family • the importance of family groups • the fashion of the day • stylised portraiture • absence of father. <p>Source 2 A still photograph of a dragon fly close-up taken using a state of the art microscopic camera. In this example there is evidence of:</p> <ul style="list-style-type: none"> • clarity and sharpness of image and colour • the ‘character’ of the creature being captured • no loss of quality despite the sizing. <p>Source 3 A colour photograph from the California Department of Forestry taken at the scene of a forest fire in 1999. In this example there is evidence of:</p> <ul style="list-style-type: none"> • a photograph being taken at the heart of an incident, ‘as it happens’ • heroism and realism • the way colour photography has intensified the power of the image. <p><i>There may be a number of ways which might be cited as examples of how photography has changed people’s perceptions of the world. There follows some suggestions of links and connections that can be made, though examiners must be prepared to consider any other valid point which is made and cogently explained and developed.</i></p> <p>Culture and Science</p> <ul style="list-style-type: none"> • many surviving early photographs are family groups and this emphasises the role of the family in previous eras. The fact that science has allowed us to see into the past this way has been an important way in which people have maintained a link between the present and previous generations • photographs have enabled us to access, understand, and empathise with diverse cultural groups from all parts of the planet. By taking photographs, explorers have been able to ‘bring back’ unseen images of the unknown that are available to reprint and enlarge in publications for the world to see 	

Question Number	Answer	Marks
1 cont'd	<ul style="list-style-type: none"> • the supporting material, examples and argument offered in clarifying and justifying each way • a clearly laid out format displaying good communication skills and appropriate use of related terminology • the candidates' ability to perceive that development is not necessarily exclusively for the benefit of mankind and that there are detrimental <p><i>Annotate using Cul, Sci, and Soc. for evidence of the domains being covered and combinations of these, such as Cul/Sci for links made. Degrees of impact can be shown by the use of + where ++ means great impact.</i></p> <p>Exemplification of candidate performance at levels 1, 3 and 4. The exemplification is provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded the particular levels. The level awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall.</p> <p>Level 1** Candidates will produce an articulate, cogent and comprehensive answer (AO4). They will be able to examine each domain and several links between them clearly supported by examples (AO1/2). They will develop a critical assessment of the relative impact of photography (AO2). They will show a sophisticated awareness of the inter relationships between the domains (AO3).</p> <p>Level 1* Candidates will produce an articulate, cogent and comprehensive answer (AO4). They will be able to examine each domain and links between them clearly supported by examples (AO1). They will develop a sound assessment of the relative impact of photography (AO2/3).</p> <p>Level 1 (rest of) Candidates will produce an articulate, cogent and comprehensive answer (AO4). They will be able to examine domains and the links between them clearly supported by examples (AO1). There may be some evidence of examining progress (AO2). There will be some reference to the notion of impact (AO3).</p> <p>Level 3 Candidates will produce a response that is largely descriptive (AO1) with some development and examples (AO2). There may be one domain or link omitted or the examination of issues may be superficial. Each of the assessment criteria will show some flaws and weaknesses (AO3). There may be some weaknesses in communication which hamper the clear understanding of ideas (AO4).</p> <p>Level 4 Candidates will produce a response that is descriptive to an extent (AO1) but with little or no development or examples (AO2). There may be more than one domain omitted, few attempts at links, and the examination of them will be superficial (AO3). Poor communication may well hamper understanding (AO4).</p>	<p>[48-50]</p> <p>[45-47]</p> <p>[41-44]</p> <p>[21-30]</p> <p>[11-20]</p>

Question Number	Answer	Marks
2	<p>‘Action expresses priorities’ Mohandas Gandhi Using Sources 4 and 5 and your own ideas and beliefs, analyse the links between culture, science and society in establishing priorities for the UK government in the 21st century.</p> <p>What is Gandhi trying to say? The action(s) that people (or governments) take is their way of showing what is/are the most important issues that they consider need dealing with. This implies that anything that is not actioned is not important; everything that is actioned is regarded as a priority.</p> <p><i>In considering priorities for the 21st century candidates might refer to the following priorities and expand upon their importance and potential. This might involve a personal insight which may be guided by geographical location, social or ethnic background or life experience:</i></p> <p>Culture and Science</p> <ul style="list-style-type: none"> • tolerance of race and nationality issues through the sharing of discoveries and experience and the opening of previously closed borders • discovering a common ground between religions and an acceptance of other explanations of our existence (such as evolution) other than there being only ‘one god’ • a way for all peoples to communicate clearly and unambiguously which can be facilitated by electronic communication and translation devices (or the use of a common language – English - as in Source 5) • securing a more prominent position for scientists (who are clearly highly regarded – Source 4) in the decision-making process for people’s future • saving some threatened cultures for extinction by the employment of science and technology to conserve and develop natural resources • the decommissioning of nuclear weapons may go a way to solving cultural differences. <p>Science and Society</p> <ul style="list-style-type: none"> • finding cures for diseases and illnesses that ravage people – which might include cloning and replacement surgery as well as the continued search for a cure for HIV/AIDS and Cancers (‘tiny machines to help disease – Source 4) • agreeing measures to slow down global warming which would likely involve the sharing of scientific expertise to tackle a problem that affects every nation • continuing the quest to explore space and search for life. Some scientists believe that the solution to the earth’s environmental problems lies in the populating of other worlds in years to come • making a positive step towards educating people about the serious ecological damage being caused by an increasingly ‘disposable’ 	

Question Number	Answer	Marks
2 cont'd	<ul style="list-style-type: none"> • society. This might involve governments including this issue as a compulsory part of the curriculum in schools (We want world fit for children – Source 5) • the increasing use of electronic and technological inventions is making people less sociable and more reliant on machines than inherent human skills (sharing homes with robots – Source 4). <p>Society and Culture</p> <ul style="list-style-type: none"> • the curbing of drug trafficking which is creating a culture of fear within societies of many of the world's countries (We are the victims of exploitation and abuse – Source 5) • making the world a safer place to live by devoting more resources to crime prevention and the education of children to live in peace and harmony • fairness for all peoples in all things irrespective of their cultural background and social upbringing (We are the children whose voices are not being heard – Source 5) • human rights abuse and trade imbalance are causing some cultures to be regarded and treated differently to others (fighting disease, ending food shortages – Source 4) • the promotion of religious equality throughout the world which may have an indirect impact on world terrorism • governments should listen to the voices of the young people of the world (Source 5) and consider there being a different system of electing representatives to government. <p><i>Credit any other appropriate and relevant points which make tangible links between the domains and examine priorities in a reasoned way with relevant examples and references. Candidates may argue their case from a cultural or social perspective that is personal to them; science should remain neutral in most cases.</i></p> <p>Problems in establishing priorities may relate to:</p> <ul style="list-style-type: none"> • cost (for development and research) • human understanding and an inability to compromise • practical and organisational difficulties • maintaining the balance in nature. 	

Question Number	Answer	Marks
<p style="text-align: center;">2 cont'd</p>	<p>In allocating a level consider:</p> <ul style="list-style-type: none"> • the clarity of descriptions and an understanding of the authors' key ideas related to personal ideas about priorities • the choice of suitably defined and developed priorities and their links that are relevant to the 21st century • the supporting material, examples and argument offered in clarifying and justifying choices • a clearly laid out format displaying good communication skills and appropriate use of related terminology • the candidates' ability to perceive that development is not necessarily exclusively for the benefit of people and that there are detrimental and undesirable consequences in any form of progress or deployment of energies and resources. <p><i>Annotate using Cul, Sci, and Soc. for evidence of the domains being covered and combinations of these, such as Cul/Sci for links made. Indicate priorities with P.</i></p> <p>Exemplification of candidate performance at levels 1, 3 and 4. The exemplification is provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded the particular levels. The level awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall.</p> <p>Level 1** Candidates will produce an articulate, cogent and comprehensive answer (AO1/4). They will be able to examine links between domains clearly. They will show critical evidence of how priorities should be tackled (AO2). They will show a sophisticated awareness of the inter relationships between the domains (AO3).</p> <p>Level 1* Candidates will produce an articulate, cogent and comprehensive answer (AO1/4). They will be able to examine links between domains clearly (AO2). They will show sound evidence of how the priorities should be tackled (AO3).</p> <p>Level 1 (rest of) Candidates will produce an articulate, cogent and comprehensive answer (AO1/4). They will be able to examine links between domains clearly though some may be weaker than others (AO2). They will show some evidence of the problems faced in tackling the priorities (AO3).</p> <p>Level 3 Candidates will produce a response that is largely descriptive with some development and examples (AO1). There may be links omitted or some domains may be examined in a superficial way (AO2). Each of the assessment criteria will show some flaws and weaknesses in the construction and development of arguments (AO3). There may be some weaknesses in communication which hamper the clear understanding of ideas (AO4).</p> <p>Level 4 Candidates will produce a response that is descriptive to an extent but with little or no development or examples (AO1/2). There may be few links explored and their examination will be superficial (AO3). Poor communication may well hamper understanding (AO4).</p>	<p style="text-align: right;">[48–50]</p> <p style="text-align: right;">[44–47]</p> <p style="text-align: right;">[41–44]</p> <p style="text-align: right;">[21–30]</p> <p style="text-align: right;">[11–20]</p>
Paper Total		[100]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	AO4	Total
1	10	15	15	10	50
2	10	15	15	10	50
Totals	20	30	30	20	100

SPECIMEN

SPECIMEN