INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer booklet.
- Write your answers in the answer booklet.
- If you use additional sheets of paper, fasten the sheets to the answer booklet.
- Answer **all** of Sections A and C, and **one** question in each of Sections B and D as indicated.

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 **120.**
- You are advised to divide your time equally between Sections A, B, C and D.
- **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 **6** printed and **2** blank pages.

Section A: The Cultural Domain

Answer **all** parts of the question in this section concerning the inclusion of
Religious Education (RE) in the school curriculum.

SOURCE 1

Why RE?

Britain is the most irreligious nation in Europe, yet we have compulsory religious education in our state schools. No wonder the Government is proposing that the RE curriculum should include non-religious world-views as well as traditional religions. On an average Sunday, just 7% of Britons find their way to church, and a few more to the mosque and temple on other days of the week. At the same time, the Church's traditional role to hatch, match and dispatch our loved ones has been overtaken by designer weddings in trendy venues and funerals with secular celebrants who promise not to mention God.   5

As a nation, we treat religion like the NHS: we want it there to look after our children and to help us when we are down, but we have no place for it in our personal lives. Strange, then, that successive governments have refused to abolish the compulsory presence of religion in state schools and RE is still a compulsory part of the national curriculum.   10

Recently the Department for Education published a draft 'national framework' for RE to help the SACREs[1] in drawing up a local curriculum. The draft caused a stir because it says: 'Pupils' own world-views, including secular philosophies (e.g. Humanism) should be studied.' If RE involves studying views that are not religious, this immediately raises the question, 'What is RE?' The new framework wants pupils to study the major religions as well as other religious traditions. These religions offer a purpose in life which is divine and is expressed through shared symbols handed down through history.   15   20

A new irreligious rationale for RE is emerging. We want our children to learn about religion as a way of developing their skills in other areas of life. Through RE, we want them to be spiritually and morally aware whilst also wanting them to respect differences. We have no other vehicle that would allow pupils to systematically explore beliefs, right and wrong, life and death. So the aim now is to take over RE and make it serve the needs of the state to generate good, liberal citizens.   25

[1] *Schools Advisory Committee on Religious Education*
Adapted from We need to teach religion by Christopher Jamison, Daily Telegraph, 21 May 2004

1   (a) Briefly explain what the author means by the following phrases:

   (i) 'designer weddings in trendy venues' [line 7]   **[3]**

   (ii) 'local curriculum' [line 15]   **[3]**

   (iii) 'irreligious rationale' [line 22]   **[3]**

   (iv) 'spiritually and morally aware' [line 24]   **[3]**

(b) Explain **two** consequences that might occur through introducing an RE curriculum that allows more study of 'pupils' own world-views, including secular philosophies'. [line 16]   **[8]**

(c) From the passage, and your own experience, do you think RE has a role in making 'good, liberal citizens'? [line 27]   **[10]**

Section A Total [30]

Section B: The Cultural Domain

Answer **one** question from this section.
Answers must be in continuous prose.

2 Consider the issues surrounding **one** of the following matters of conscience:

Abortion   Euthanasia   War

Justify your moral viewpoint on the chosen matter of conscience.   **[30]**

3 Discuss the impact that the internet has had on family life. You should refer to
both positive **and** negative impacts in your answer.   **[30]**

4 What are the key components for success of **either** a cartoon film **or** a digitally
animated film?   Suggest, using **two** examples, the reasons for the rise in
popularity of your choice in recent years.   **[30]**

Section B Total [30]

[Turn over

Section C: The Social Domain

Answer **all** parts of the question in this section concerning age discrimination in the workplace.

SOURCE 2

Older people play a valuable part in all aspects of society, yet in the world of work they are routinely discriminated against. Though they bring experience of hard work to any company or job, people are often cast aside at the arbitrary age of 55 or 60 and thought of as 'past it'.

- 90% of older workers believe that employers discriminate against them.   5
- One in ten companies has no staff over the age of 50.

Discrimination at work takes many forms:
- Older people are often the first to be made redundant and the last to be hired for a new job.
- Older people lack legal protection.   10
- Older people are pushed aside in favour of younger, less qualified staff.

October 2006 will see the introduction of legislation that will give greater protection to older people in the workplace.

Source 2 adapted from www.AgeConcern.com

SOURCE 3

'My manager seemed to see me as expendable (when several people in their early 20s joined the team) and started a campaign of continual put-downs and negative bullying behaviour. Despite attempts on my part to assert myself and ride it out, I eventually took time off because of stress and finally left due to a kind of constructive dismissal.'   5

Source 3 adapted from www.AgeConcern.com

5 (a) Other than the world of work, suggest **two** valuable roles older people have in society.   **[6]**

(b) Briefly explain what the author means by the following phrases:

  (i) 'cast aside' [Source 2, line 3]   **[3]**

  (ii) 'thought of as 'past it'' [Source 2, line 4]   **[3]**

  (iii) 'campaign of continual put-downs' [Source 3, line 2]   **[3]**

(c) Choose **two** of the bullet points in **Source 2**, and *for each one* suggest **one** reason to support *or* refute its validity.   **[8]**

(d) Some large companies have a policy of appointing older people. What are the advantages of such a policy?   **[7]**

Section C Total [30]

Section D: The Social Domain

Answer **one** question from this section.
Answers must be in continuous prose.

6 Outline and discuss **two** factors which might influence the way people vote during a General Election. **[30]**

7 In the UK, after an election, the party with the most seats is invited to form a government. The government may have:

- a large majority over all other parties
- a small majority over all other parties
- the most seats of any one party but fewer than the total held by the other parties.

How might <u>each</u> of these situations lead to good government? Use examples to illustrate your answer. **[30]**

8 Suggest how the performance of secondary schools could be measured and outline **two** ways in which the results might be helpful in improving student performance. **[30]**
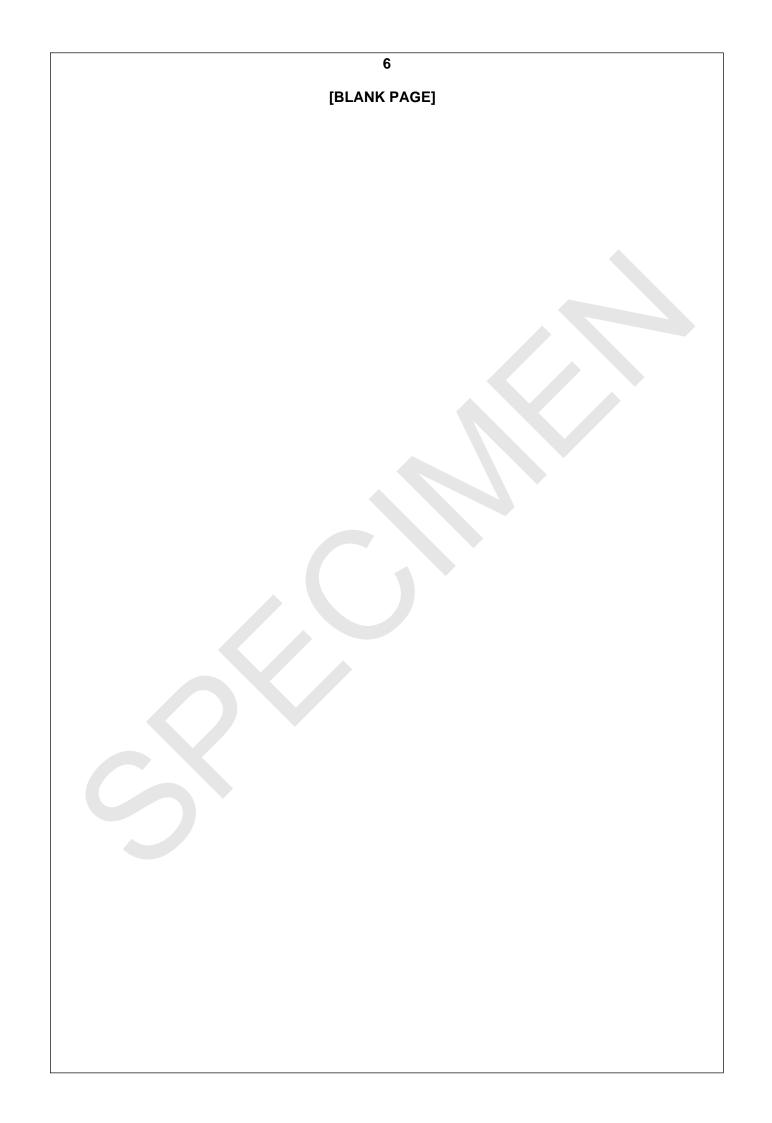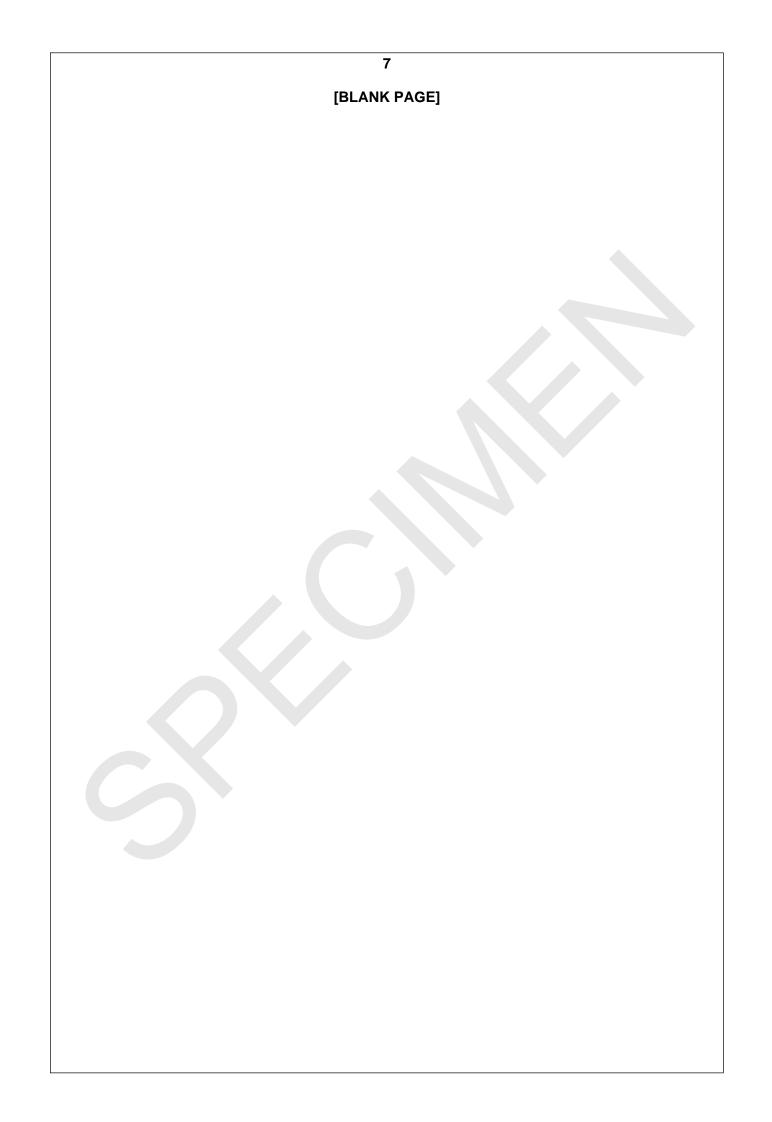
Section D Total [30]

Paper Total [120]

6

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GENERAL STUDIES   F731MS

Unit F731: The Cultural and Social Domains

Specimen Mark Scheme

The maximum mark for this paper is **120**.

Generic Mark Scheme for questions worth 30 marks

AO1	Level descriptor The candidate demonstrates the following abilities where appropriate to:	Marks
Level 1	• select, use and integrate a very good range of relevant knowledge • show a good understanding of the concepts involved	**8**
Level 2	• select, use and integrate a good range of relevant knowledge • show an understanding of the concepts involved	**6-7**
Level 3	• select, use and integrate a range of relevant knowledge • show an adequate understanding of the concepts involved	**4-5**
Level 4	• select, use and integrate a limited range of relevant knowledge • show a modest understanding of the concepts involved	**2-3**
Level 5	• select, use and integrate some knowledge which may not be accurate • show a restricted understanding of the concepts involved.	**1**
AO2	Level descriptor The candidate demonstrates the following abilities where appropriate to:	
Level 1	• 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	**9-10**
Level 2	• interpret and analyse issues and problems and evaluate them competently • use evidence to develop reasoned arguments and draw conclusions on the evidence	**7-8**
Level 3	• undertake some interpretation and analysis of issues and problems and make a superficial evaluation • use evidence to develop arguments and draw conclusions	**5-6**
Level 4	• demonstrate limited interpretation and analysis of issues and problems with limited evaluation • use evidence to develop limited arguments and draw limited conclusions	**3-4**
Level 5	• demonstrate poor interpretation and analysis of issues, problems and evaluation • recognise arguments and conclusion.	**1-2**

AO3	**Level descriptor** The candidate demonstrates the following abilities where appropriate to:	Marks
Level 1	• 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	**4**
Level 2	• 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	**3**
Level 3	• demonstrate awareness of the differences between types of knowledge • have an appreciation of the strengths and limitations of the different types of knowledge	**2**
Level 4	• demonstrate a restricted awareness of the differences between types of knowledge • have little appreciation of the strengths and limitations of the different types of knowledge	**1**
AO4	**Level descriptor** The candidate demonstrates the following abilities where appropriate to:	
Level 1	• 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	**8**
Level 2	• 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	**6-7**
Level 3	• communicate clearly, using some specialist vocabulary with facility • use some of the rules of grammar, punctuation and spelling with facility	**4-5**
Level 4	• communicate ideas with limited clarity, using some specialist vocabulary • use some rules of grammar, punctuation and spelling	**2-3**
Level 5	• communicate with little clarity using occasional specialist terms • use poor grammar and punctuation, and inaccurate spelling.	**1**

Section A		
Question Number	**Answer**	**Marks**
1(a)	**Briefly explain what the author means by the following phrases:**	
(i)	**'designer weddings in trendy venues' [line 7]**	
	wedding ceremonies where the important feature has been style/fashion/co-ordination of clothes/colours/alternative vows/secularisation (1) performed in alternative locations to a church (1) such as a hotel/lodge/ship/beach (1).	**[3]**
(ii)	**'local curriculum' [line 15]**	
	a scheme/series/organisation of lessons/work in RE (1) which has been designed for use in a particular area (1) and takes into account local issues/priorities/emphasis (1).	**[3]**
(iii)	**'irreligious rationale' [line 22]**	
	a fresh and original order/definition of terms (1) where there is no attention to religious faith (1) indifference to religion/opposition to religion (1).	**[3]**
(iv)	**'spiritually and morally aware' [line 24]**	
	individuals recognising (1) their own beliefs and values (1) code of behaviour (1).	
	Reward candidates who attempt to consider the author's viewpoint e.g. (i) irony, (iii) sarcasm. The above explanations are not exclusive. Any reasonable and justifiable alternative may be credited.	**[3]**
1(b)	**Explain <u>two</u> consequences that might occur through introducing an RE curriculum that allows more study of 'pupils' own world-views including secular philosophies' [line 16]**	
	Consequences may include:	
	• traditional religions might fall into obscurity	
	• there would be the opportunity for 'cults' to have an influence on young people leading to loss of choice and free-will	
	• there may be more emphasis placed on the unusual and bizarre (such as Jedis)	
	• there may be more than one set of rules/ethics which might lead to conflict or the incitement of religious hatred.	
	***Two** marks each for **two** consequences with **two** extra marks each if the consequence is developed, extended or exemplified. Annotate using **C1,C2** for consequences and **D** for development.*	**[8]**

Section A		
Question Number	**Answer**	**Marks**
1(c)	**From the passage, and your own experience, do you think RE has a role in making 'good, liberal citizens'? [line 27]**	
	The RE curriculum is beginning to include citizenship. Moral issues such as abortion, euthanasia and genetic engineering are covered with the scriptures being used as a reference tool. This is the reverse of more traditional teaching of RE where the holy book would be the focal point and point to the sins and misdemeanours of life.	
	Good: clean living (not sinners); obedient and law abiding; loving and caring of your 'fellow man'; reliable, courteous, honest.	
	Liberal: fair-minded, generous, and even-tempered; free-spirited.	
	Max 10 marks:	
	• A thorough appreciation with each part of the phrase covered and a coherent attempt to develop or justify or exemplify ideas in relation to RE.	**[9-10]**
	• Some understanding of the phrase with some support and reference to RE and own experience.	**[6-8]**
	• Some understanding of the phrase with some support and reference to RE or own experience.	**[3-5]**
	• A simple interpretation *without* clear reference to RE or the phrase's implication.	**[1-2]**
	Section A Total	**[30]**

Section B		
Question Number	**Answer**	**Marks**
2	**Consider the issues surrounding <u>one</u> of the following matters of conscience:** **Abortion Euthanasia War** **Justify your moral viewpoint on the chosen matter of conscience.** *The essay asks for the choice of **one** matter of conscience but discussion of moral viewpoints may be several.* *For clarification:* **Morals** = our perception of rightness and wrongness in human behaviour. Someone who is moral has high standards of behaviour and sets a good example to others. Morals can also be defined in terms of rules and values. **Sources of moral viewpoints** may originate from: • a 'higher authority' (god or guru) using a holy book • parents and family handing down family beliefs and traditions • friends and mentors whom one respects and rarely questions their judgement • teachers and education both of which command respect and are seen as expert sources • the law which prescribes 'right' and 'wrong'. *Essentially viewpoints may be different and varied but are closely linked to an individual's beliefs and values.* **Common approaches:**	

	Supporting	Opposing
Abortion	• It can endanger a mother's life. • It maintains freedom of choice ('it's my body').	• It is against God's will. • It is tampering with the laws of nature.
Euthanasia	• It prevents unnecessary pain and suffering. • It stops fruitless drain of resources.	• A life is God's gift and should not be ended prematurely. • Mistakes can be made and cures found.
War	• If all else fails it is the natural progression to ensure the preservation of the human race. • A way of gaining superiority and status in a shrinking world.	• Innocent people always suffer. • Damage is not just collateral but also in terms of generations and families due to war's magnitude.

Section B		
Question Number	**Answer**	**Marks**
2 cont'd	*Consideration of the future might be seen in terms of acceptability or rejection by mankind or possibly a maintaining of the status quo. This part of the question offers the candidate the opportunity to project and justify their views using their experience to access AO3.Indicate the chosen matter of conscience with **C**. Annotate using **M+, M-** for positive and negative moral viewpoints..* **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.**	
	Level 1 answers will give equal weight to several issues (AO1) and use complex reasoning with a good understanding of the moral viewpoints.(AO2). There will be evidence of personal opinion and/or experience to support ideas (AO3) as well as clear layout and accurate communication (AO4).	**25-30**
	Level 3 answers will be imbalanced in reference to issues and supporting material will be adequate (AO1). The analysis and examples will be relevant but superficial in content and structure (AO2/3). Communication will be clear and errors will not blur understanding of the key points (AO4).	**13-18**
	Level 4 answers will concentrate on one issue and fail to adequately support the points made (AO1/2). There will be an absence of personal opinion and the ideas will mostly be not linked and unstructured (AO3). Communication will display weaknesses which hamper clear understanding (AO4).	**7-12**

Section B		
Question Number	**Answer**	**Marks**
3	**Discuss the impact that the internet has had on family life. You should refer to both positive <u>and</u> negative impacts in your answer.** *The essay needs to propose an overarching viewpoint such as:* • the internet has 'opened up the whole world' to the family • the internet has changed the way members of the family learn, shop, and are entertained • the internet has seen the inclusion of computers and software as an important and integral part of the family budget. *In this way, the candidate qualifies the fact that there have been effects of the internet before moving on to discuss examples of the positive and negative.* **Positive impact** • the ability to reach out for sources and information from home or a remote location • the opportunity to view opinions and research from other countries and cultures which can be translated (using the technology) • the chance to share information, experience and research with other people thereby adding to a body of knowledge corporately • the means to 'link up' with other places of learning and form partnerships • the ability to gain ideas and knowledge from one single purchase rather than the acquisition of many books which are expensive • the opportunity to shop from home for everything from weekly provisions to the booking of an annual holiday • the facility to play interactive games with others in the family or on-line • the introduction of an instant message and email system. **Negative impact** • the internet is dependant on having the correct equipment and connection which can be expensive • the internet discriminates against those who might be technophobes • the internet contains many unreliable sources some of which are plagiarised and fraudulent • the internet's rise may see a diminution in the number of people using libraries and buying books • there would be a detrimental effect on family relationships and the 'quality' time which families spend with each other • there are health and safety issues which would need to be considered • there may be a tendency to view or experience life through 'cyberspace' rather than first hand. *There may well be many other valid points on both sides and these should be credited on their merit. Annotate using **IM+,IM-** for positive and negative impact.*	

Section B		
Question Number	**Answer**	**Marks**
3 cont'd	**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.**	
	Level 1 answers will show a good understanding of the status and importance of the internet and its impact in the home for individuals and the family as a whole (AO1), possibly at different levels of interaction and in different contexts. In offering some positive and negative examples of impact there will be evidence of the development of ideas and some reasoned thought (AO2). Candidates might also offer personal experience and insight to support their views (AO3). Communication will be clear and accurate, the essay will be structured and use appropriate vocabulary with facility (AO4).	**25-30**
	Level 3 answers will show an adequate understanding of the status and importance of the internet in the home and for the family but only in one simple context (AO1). Some positive and negative examples of impact will be introduced but the reasoning will be superficial (AO2). Personal statements will be limited (AO3). Communication will be clear and errors will not blur understanding of the key points (AO4).	**13-18**
	Level 4 answers will be limited and fail to adequately support the points made (AO1/2). There will be a restricted awareness of personal opinion and the ideas will mostly be not linked and unstructured (AO3). Communication will display weaknesses which hamper clear understanding (AO4).	**7-12**

Section B		
Question Number	**Answer**	**Marks**
4	**What are the key components for success of <u>either</u> a cartoon film <u>or</u> a digitally animated film. Suggest, using <u>two</u> examples, the reasons for the rise in popularity of your choice in recent years.** *The question allows the candidate flexibility to cover either one or both of the genres if they wish. The first part of the essay is concerned with **key components** and might involve reference to:* • **colour and quality of pictures**: e.g. comparing the early Disney, 'hand-crafted' cartoons like 'Bambi' with the computer animation found in 'The Incredibles' • **storyline**: especially when linked to contemporary issues. Prime ministers, Presidents, and pop stars appear in The Simpsons • **characters and their voices**: Not only do characters' voices become imitated by adults and children alike but it has become somewhat of a coup for a screen star to become the voice-over for an animated character. Imaginary characters are created that sometimes have a combination of human and inhuman qualities. This form of escapism is pleasing • **music and choreography:** can be very important success components. The music from Disney's animations and cartoons is timeless and appealing to all ages around the planet. Most people can name or sing a Disney song • **humour:** the unreal situation found in cartoons and animation can allow outrageous humour to be portrayed (Wallace and Gromitt) as well as dangerous stunts (Tom and Jerry) and likeable buffoons (Buzz Lightyear). In recent years there has been evidence of two-tiers of humour, for young and old, in the Shrek films. *Other issues:* • many cartoon and animated characters have infiltrated other areas of life through merchandising and commerce therefore success is enhanced by coverage and access • the appeal of the genres has been extended to a wider age profile making them no longer simply the fodder of children under 11. *These are a few of the more profitable approaches but other valid ideas and suggestions posed, keenly argued, may be worthy of credit.* *Annotate using **KC** for key components and **e,g,** for examples.*	

Section B		
Question Number	**Answer**	**Marks**
4 cont'd	**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.**	
	Level 1 answers will spend time outlining key components and refer to examples in some detail in order to make a good case (AO1). In these cases, a clear linkage between the component and example will be displayed with cogent argument, development and support of ideas (AO2). Candidates might also offer personal experience and insight to support their views (AO3). Communication will be clear and accurate, the essay will be structured and use appropriate vocabulary with facility (AO4).	**25-30**
	Level 3 answers will refer to the key components in an adequate way and use examples sparingly (AO1). There will be no clear link between the component and example used and a lack of reference to personal experience to clarify issues and reasons (AO2/3). Communication will be clear and errors will not blur understanding of the key points (AO4).	**13-18**
	Level 4 answers will be limited (AO1) and fail to adequately support the points made (AO2). There will be an absence of personal opinion and the ideas will mostly be not linked and unstructured (AO3). Communication will display weaknesses which hamper clear understanding (AO4).	**7-12**
	Section B Total	**[30]**

Section C		
Question Number	**Answer**	**Marks**
5(a)	**Other than the world of work, suggest <u>two</u> valuable roles older people have in society.** Roles might include: • a source of inspiration and advice • a patriarch or matriarch in a family • a fund of experience (both good and bad) • helping out within the voluntary sector • supporting/running church, clubs, societies • helping out within the local community. ***One mark*** *for each of* ***two*** *areas as well as other valid points suggested by candidates and* ***two marks*** *for each developed role.* *Annotate using* ***R1, R2*** *for roles.*	**[6]**
5(b)	**Briefly explain what the author means by the following phrases:**	
(i)	**'cast aside' [Source 2, line 3]**	
	Considered as no longer useful (1) therefore retired prematurely (1). Thrown on the 'scrap heap' (or alternative) (1) to make way for others (1) who are younger (1).	**[3]**
(ii)	**'thought of as 'past it'' [Source 2, line 4]**	
	Regarded by younger people (1) as being too old to work effectively/efficiently/economically (1) or having exceeded the age where they are most useful/productive (1).	**[3]**
(iii)	**'campaign of continual put-downs' [Source 3, line 2]**	
	An organised programme/an undertaking by the manager (1) where the employee was always and constantly (1) being criticised/undermined (1). *The above explanations are not exclusive. Any reasonable and justifiable alternative may be credited.*	**[3]**

Section C			
Question Number	**Answer**		**Marks**

5(c)	**Choose <u>two</u> of the bullet points in Source 2, and *for each one* suggest <u>one</u> reason to support *or* refute its validity.**		

		Supporting	Refuting
	1	Employers want younger, more energetic and healthier staff so discourage older workers or retire them.	It is possible that older workers are exaggerating and discrimination might be criticism of their old-fashioned/slower approach to tasks.
	2	Many companies employ technology that older workers are unfamiliar with and they are reluctant to retrain.	The statistic is confusing as there is no reference to types of companies. The one in ten may be a company which relies on youth.
	3	This is possible in a workplace of complex technology and where qualifications are required. Redundancy may be due to inefficiency or lack of productivity or health record or rationalisation due to improved working practices.	It assumes that maturity and experience are no longer desired and that age is the only factor in appointing staff.
	4	There is the possibility that older people's contracts are not as protected as new contracts in terms of employment rights.	All workers have rights by law and there is no discrimination because of age.
	5	This may well be the case in certain industries and companies where younger, less experienced staff cost less to employ.	Some companies such as B&Q and Sainsbury's encourage older staff for their stability and experience.

*Annotate using **S+** for supporting and **R-** for refuting validity.*

Max 8 marks:

• a convincing argument with a secure attempt to support or otherwise	**[7-8]**
• a sound argument with an appropriate attempt to support or otherwise	**[5-6]**
• a limited argument with some attempt to support or otherwise	**[3-4]**
• a simplistic argument with no attempt to support or otherwise.	**[1-2]**

Section C		
Question Number	**Answer**	**Marks**
5(d)	**Some large companies have a policy of appointing older people. What are the advantages of such a policy?** Possible answers might be: • they are more patient and experienced • they are not necessarily looking for promotion and advancement, rather a stress-free job that contrasts with their previous employment • an older workforce adds respectability to the company/product • older people tend to be more loyal and resign less frequently • an older workforce is likely to embody more traditional manners and respect.	
	Max 3 for each advantage; 1 mark for identification; 2 marks for development. Annotate using A for advantage and D for development.	**[7]**
	Section C Total	**[30]**

Section D		
Question Number	**Answer**	**Marks**
6	**Outline and discuss <u>two</u> factors which might influence the way people vote during a General Election.** *At a General Election, people over the age of 18 mostly vote for one of the three main political parties: Labour, Conservative, or Liberal Democrat. There are many other less well supported parties which field candidates which receive some support.* *Some key reference points with regard to the attraction of the main parties might be:* • regarded as a party of the working class • having close Union links which go back to struggles in the 20th century e.g. miners • advocating fairer distribution of wealth by tax • a keen involvement in health and education • being seen as the party of the middle and upper classes • a desire to keep taxes low • encouraging private ownership • having a strong European policy • proposing additional tax for education and health • being in favour of proportional representation. *Factors involved in voting include:* • the influence of the family – though children tend to vote with their parents, exposure to education can result in new and opposing political views • social class – as outlined above • gender – most MPs are men though the number of women is increasing and after Margaret Thatcher, more women became interested in politics • ethnic grouping – Afro-Caribbean and Asian groups tend to support Labour as they have appeared to be more conciliatory towards minorities • age – young people are more outspoken and crave for change; they tend to vote for more extreme, left wing parties and MPs • region of the country – many issues may emerge here notably the 'North-South Divide' • party policies and perception of their competence – possibly the most compelling reason to vote for anyone though this is not always the case • the effect of media pressure, bias, and opinion polls in the run up to an Election • charisma of the leaders – despite the fact that it is the MP that a voter elects, party leaders can have the greatest influence on the voters due to media coverage • tactical voting due to the loopholes available to voters through the 'first past the post system.' • *Annotate using **F1, F2** for factors.*	

Section D		
Question Number	**Answer**	**Marks**
6 cont'd	**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.**	
	Level 1 answers will cover two factors in some detail and offer suggestions for the case based on local or national evidence (AO1). In these cases, a clear linkage between the factor and example will be displayed with cogent argument, development and support of ideas (AO2). Candidates might also offer personal experience and insight to support their views (AO3). Communication will be clear and accurate, the essay will be structured and use appropriate vocabulary with facility (AO4).	**25-30**
	Level 3 answers will cover two factors but one is likely to be stronger than the other (AO1); there will be some supporting evidence. The link between factor and example will be unclear or the example may be superficial (AO2). There will be an awareness of supporting personal experience (AO3). Communication will be clear and errors will not blur understanding of the key points (AO4).	**13-18**
	Level 4 answers will be limited and fail to adequately support the points made (AO1). There will be a restricted awareness of support, analysis and personal opinion and the ideas will mostly be not linked and unstructured (AO2/3). Communication will display weaknesses which hamper clear understanding (AO4).	**7-12**

Section D		
Question Number	**Answer**	**Marks**
7	**In the UK, after an election, the party with the most seats is invited to form a government. The government may have:** • **a large majority over all other parties** • **a small majority over all other parties** • **the most seats of any one party but fewer than the total held by the other parties.** **How might <u>each</u> of these situations lead to good government? Use examples to illustrate your answer.** **Governments with a large majority over all other parties:** • are able to give bold leadership • are able to carry through policies that may be unpopular • are able to resist opposition even within their own party • have a large number of MPs from which to select senior posts • work load can be spread. **Governments with a small majority over all other parties:** • implies policies can be implemented • care to carry all governing party with government • quick response to threatening situations • more extreme policies shelved. **Governments with the most seats of any one party but fewer than the total held by the other parties:** • need to search for consensus • government carries forward limited centre ground policies • use of ideas from other parties • introduces positive role for other parties. Examples of the three will gain credit for candidates eg Large majority – Labour in 1997 Small majority – Labour in 2005, Conservative 1992 Minority – Labour in 1974. Recommended annotation: L1, L2, L3 for points related large majority government. S1, S2, S3 for small majority government, M1, M2, M3 for minority government. Use Intro, dev, concl. eg will be important here.	

Section D		
Question Number	**Answer**	**Marks**
7 **cont'd**	**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.**	
	Level 1 answers will offer comment in all three situations but only two of them will be clearly developed (AO1). At least one of the situations will be linked to an UK example (AO2). Candidates will evidence personal opinion and /or experience to support their views (AO3). Communication will be clear and accurate, the essay will be structured and use appropriate vocabulary with facility (AO4).	25-30
	Level 3 answers will offer some comment in two of the situations but only one will be developed or modest development of two (AO1/2). There will be an awareness of supporting personal experience (AO3). Communication will be clear and errors will not blur understanding of the key points.	13-18
	Level 4 answers will tend to include material in only one of the situations though the others will be mentioned (AO1). There will be a restricted awareness of support, analysis and personal opinion and the ideas will mostly be not linked and unstructured (AO2/3). Communication will display weaknesses which hamper clear understanding (AO4).	7-12

Section D		
Question Number	**Answer**	**Marks**
8	**Suggest how the performance of secondary schools could be measured and outline <u>two</u> ways in which the results might be helpful in improving student performance.**	

The essay is concerned with the ability to measure performance and ways in which the results may effect improvements. There follows some of the elements involved in measuring performance.

*There may be **two** approaches adopted:*

- **Objective** – a detached analysis based on facts and excluding personal feelings and experiences. This is linked to 'inductive' methodology where the evidence presented leads to the conclusions drawn. E.g.. detailed analysis of student performances at the end of Key Stages or tracking of student progress using a series of pre-agreed grades and levels

- **Subjective** – a personal analysis based on feelings, beliefs and emotions. This is linked to 'deductive' methodology where theories are formed and the information one has is used to test it and draw conclusions. E.g. .individual and group tutorial sessions with students where it is possible to gain an understanding of their feelings about and approach to work

Matters that may usefully be considered include:

- trying to establish some sort of method for testing the efficiency of something like education is almost impossible as there are so many variables that cannot be controlled, such as regional differences, hospital specialisms, shortages of manpower, variations in funding, to name but a few

- the fact that schools might be compared using quantitative methods. For example, saying that school A has a higher ratio of teachers to students than school B, therefore school A is more efficient does not take into account other variables like the level of expertise or the location and size of the school

- the use of qualitative methods being unhelpful as this is a more random and unstructured approach which usually involves personal contact and interview or a questionnaire. Interviewing abilities and techniques vary from person to person and can provide conflicting results if there are clashes of personality involved. Though information can be discovered to some extent through the answering of similar questions, a questionnaire enables the answerer to supply any information needed, placing emphases on points of importance to them. This then presents the problem of interpretation and collation of conclusions.

Section D		
Question Number	**Answer**	**Marks**
8 cont'd	*The results might be helpful by:* • highlighting staff and skill shortages which will alert school management and inform central Government • confirming reports made by students, their families (and OFStEd) which may hasten improvement to avoid adverse publicity • comparing schools with each other highlighting inequalities • making make school management and teaching staff more alert and vigilant to potential problems involving student progress and understanding • refocusing and distributing resources to maximise their effect for all students *Any other plausible and well-argued benefit would be acceptable.* *Annotate using* **M** *for measurement and* **W1,W2** *for ways to improve.*	

Section D		
Question Number	**Answer**	**Marks**
8 cont'd	**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.**	
	Level 1 answers would have a very good command of how to measure performance and how to present and interpret the results (AO1). Points raised would be articulately argued and supported with perhaps a counter argument being offered (AO2). Candidates might also offer personal experience and insight to support their views (AO3). Communication will be clear and accurate, the essay will be structured and use appropriate vocabulary with facility (AO4).	**25-30**
	Level 3 answers would have a satisfactory command of how to measure performance (AO1) though ideas will be flawed through superficial analysis and the inclusion of appropriate examples (AO2). Answers will be imbalanced and perhaps argue from one perspective only. There will be an awareness of personal experience (AO3). Communication will be clear and errors will not blur understanding of the key points (AO4).	**13-18**
	Level 4 answers will be limited and fail to adequately support the points made (AO1/2). There will be a restricted awareness of personal opinion and the ideas will mostly be not linked and unstructured (AO3). Communication will display weaknesses which hamper clear understanding (AO4).	**7-12**
	Section D Total	**[30]**
	Paper Total	**[120]**

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	AO4	Total
1	16	8	2	4	**30**
2/3/4	8	10	4	8	**30**
5	16	8	2	4	**30**
6/7/8	8	10	4	8	**30**
Totals	**48**	**36**	**12**	**24**	**120**