

General Studies

Advanced GCE **2966**

The Social Domain 2

Mark Scheme for June 2010

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Generic Levels Mark Scheme for essay questions marked out of 50

Band	Level descriptor	Marks
Band 1	The candidate demonstrates the following abilities where appropriate to:	41-50
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; 	
AO2	<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; 	
AO3	<ul style="list-style-type: none"> analyse issues and problems well and evaluate them appropriately; develop complex reasoned arguments and draw sound conclusions on the evidence; 	
AO4	<ul style="list-style-type: none"> demonstrate a very good awareness of the differences between types of knowledge; have a very good grasp of the limitations of the different types of knowledge. 	
Band	Level descriptor	
Band 2	The candidate demonstrates the following abilities where appropriate to:	31-40
AO1	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge; show an understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way; use a wide range of the rules of grammar, punctuation and spelling with facility; 	
AO3	<ul style="list-style-type: none"> analyse issues and problems and evaluate them competently; develop reasoned arguments and draw conclusions on the evidence; 	
AO4	<ul style="list-style-type: none"> demonstrate a good awareness of the differences between types of knowledge; have a good grasp of the limitations of the different types of knowledge. 	

Band	Level descriptor	Marks
Band 3	The candidate demonstrates the following abilities where appropriate to:	21-30
AO1	<ul style="list-style-type: none"> select, use and integrate an adequate range of accurate and relevant knowledge; show an adequate understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate the ideas clearly, using some specialist vocabulary with facility; use some of the rules of grammar, punctuation and spelling with facility; 	
AO3	<ul style="list-style-type: none"> undertake some analysis of issues and problems and make a superficial evaluation; develop arguments and draw conclusions; 	
AO4	<ul style="list-style-type: none"> demonstrate an awareness of the differences between types of knowledge; have a grasp of the limitations of the different types of knowledge. 	
Band	Level descriptor	
Band 4	The candidate demonstrates the following abilities where appropriate to:	11-20
AO1	<ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge; show a modest understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary; use some rules of grammar, punctuation and spelling; 	
AO3	<ul style="list-style-type: none"> demonstrate limited analysis of issues and problems with limited evaluation; develop limited arguments and draw limited conclusions; 	
AO4	<ul style="list-style-type: none"> demonstrate limited awareness of the differences between types of knowledge; have a restricted grasp of the limitations of the different types of knowledge. 	
Band	Level descriptor	
Band 5	The candidate demonstrates the following abilities where appropriate to:	1-10
AO1	<ul style="list-style-type: none"> select, use and integrate a restricted range of relevant knowledge; integrate knowledge from a restricted area; show a restricted understanding of the concepts involved; 	
AO2	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms; use poor grammar and punctuation, and inappropriate spelling; 	
AO3	<ul style="list-style-type: none"> undertake poor analysis of issues and problems with very limited evaluation; recognise very limited arguments and conclusions; 	
AO4	<ul style="list-style-type: none"> demonstrate a restricted awareness of the differences between types of knowledge; have a restricted grasp of the limitations of the different types of knowledge. 	

SECTION A

You must answer this question

Your answer must be in continuous prose.

Read the source material below and answer the question.

The Universal Declaration of Animal Rights

On December 10th 1948, the United Nations General Assembly ratified the Universal Declaration of Human Rights.

We [*Uncaged*] believe that the time has come to recognise the moral imperative to include non-human animals within the sphere of protection that the Declaration establishes. The human race has long recognised that animals are not merely the instruments of our desires or will, and that the reality of their capacity to experience pleasure and pain, happiness and suffering, compels us to recognise that moral limits must apply to our treatment of non-human as surely as to human.

The ascription of moral and legal rights to animals, and their enshrinement in a United Nations Declaration of Animal Rights is the logical and inevitable progression of this principle. We introduce, therefore, the Universal Declaration of Animal Rights:

- 1 Inasmuch as there is ample evidence that many animal species are capable of feeling, we condemn totally the infliction of suffering upon our fellow creatures and the curtailment of their behavioural and other needs save where this is necessary for their own individual benefit.
- 2 We do not accept that a difference in species alone (any more than a difference in race) can justify wanton exploitation or oppression in the name of science or sport, or for use as food, for commercial profit or for other human ends.
- 3 We believe in the evolutionary and moral kinship of all animals and declare our belief that all sentient creatures have rights to life, liberty and natural enjoyment.
- 4 We therefore call for the protection of these rights.

(From www.uncaged.co.uk, the website of *Uncaged*, a group campaigning for the rights of animals.)

- 1 **To what extent can you justify the view that animals are entitled to the same rights as humans?**

What might be the practical, social and economic effects of enforcing this *Universal Declaration of Animal Rights*?

[50]

Assessment Objectives Balance

Subsection	AO1	AO2	AO3	AO4
Question 1	8	9	25	8

Indicative Content

Candidates should spend equal time on each limb of the question. The first part of the question allows the candidate to use the source to evaluate the case made by *Uncaged* for animals to enjoy the same universal rights as humans.

Crucially, candidates need to pay heed to the phrase “To what extent”. The close study of the source entailed by a good answer to part one should enable a focused response to part two.

(a) The case made by the *Uncaged*:

- *Uncaged* asserts the moral imperative for animals to be included with humans in the UBN Declaration of Rights
- animals, like humans, experience pleasure and pain, happiness and suffering
- humans have moral limits to apply to non-humans
- we should condemn the infliction of suffering as animals can feel
- we should condemn the curtailment of behaviour for animals as we do for human beings
- there should be no differentiation as to the rights of species just as there is none for race
- the exploitation of animals for human ends is not acceptable
- sentient creatures have the ability to feel and perceive
- there is a kinship of animals and humans through evolution.

(b) Points in favour of the point of view of *Uncaged*

- we bestow such rights on human beings – the old, the very young and the mentally ill – incapable of accepting responsibilities
- we should think hard about our relationship with the animal kingdom, especially our exploitation of it in such practices as factory farming and field sports
- deliberate cruelty to animals is as morally indefensible as cruelty to humans
- field sports, cock fighting and dog fighting are cruel pastimes.

(c) To what extent can *Uncaged*’s case be justified?

- *Uncaged* simply asserts the moral imperative that animals deserve the same kind of legal protection as human beings, but nowhere *argues* such a case
- natural selection and evolution have placed humanity [apparently] at the top of the evolutionary tree. Can animals then enjoy the same rights as more highly evolved species?
- the Declaration would bestow rights on animals without requiring them to acknowledge any responsibilities – something of which they are in any case incapable
- our understanding of the pleasure and pain which animals feel is necessarily limited to what we imagine we might feel ourselves in various circumstances. How valid is such an assumption?
- should not our efforts to minimise cruelty to human beings, especially children, take precedence over our concern for animals?
- is the ‘logical and inevitable progression’ of the principle of animal rights actually demonstrated in this declaration?
- if animals’ behaviour is not to be curtailed (point 1 of the Declaration), why does the Declaration enter a qualification – “where this is necessary”? – such “necessity” would, presumable, be determined by a human being?

- exploitation of whatever kind (point 2 of the Declaration) is exploitation. What qualifies as “wanton” exploitation?
- is the term “wanton” exploitation simply a get-out clause to avoid eg compulsory veganism as an outcome of the Declaration?.

(d) If the Universal Declaration of Animal Rights were to be enforced?

NB it is difficult to classify strictly the consequences of enforcement into Practical, Social and Economic, as there is often an overlap. This should be borne in mind when assessing candidates’ coverage of the question.

The effects of this would depend upon what legal interpretation was eventually placed on the phrase **wanton exploitation or oppression** in the declaration. The global effect would consist of a massive impact on:

- medical and scientific development
- the economy of developed countries, especially in those areas concerned with food production and retailing
- a population used to eating meat, fish, poultry, eggs, milk, cheese and wearing wool and leather
- the human rights of a large population forced to reconsider its relationship with, and place in the animal kingdom
- the end of scientific research based on animal testing, dissection or vivisection
- consequent delays in the discovering of cures for such illnesses as AIDS and cancer
- the end of sports such as angling, hare coursing, beagling, horse-racing, greyhound-racing, pigeon-fancying, show-jumping, game-shooting, leading to large scale unemployment in those industries
- the end of the breeding of pedigree dogs and other animals, along with restrictions on the keeping of animals as pets
- the collapse of the farming of beef, mutton, pork, venison, poultry and salmon, the end of dairy farming and egg production and the destruction of the commercial fishing industry
- the imposition of a vegan diet on society and pressure on the agricultural industry to adapt to the production of pulses and vegetables on an enormous scale
- the uncontrolled proliferation of previously farmed species, perhaps resulting in as much ‘natural’ cruelty as the perceived by *Unchanged* as being imposed on animals by humans
- the overwhelming of the human race by the animal kingdom
- fierce competition between humans for vegetable food sources possibly leading to social unrest and conflict.
- a fierce competition between humans and animals for vegetable food sources leading to famine.

NB All indicative content is intended as a guide only. Any relevant ideas should be credited, whether they appear specifically on the mark scheme or not.

CONTENT SPECIFIC BAND DESCRIPTIONS

Band One [41-50]

A Band One answer will demonstrate a close reading of the source. These candidates will develop a justified view of the extent to which animals are entitled to the same rights as humans. They will have points for and against the suggestions as they come to a conclusion on the

extent. They will develop a very good range of the potential effects of the enforcement of the Declaration. Their answers will be well structured and written with facility.

Band Three [21-30]

A Band Three answer will demonstrate an adequate reading of the source. These candidates will develop a view of the extent to which animals are entitled to the same rights as humans which will be justified in an adequate fashion. Such justifications may well be anecdotal. They will have an adequate range of points for and against the suggestions and will come to a conclusion. They will develop an adequate range of the potential effects of the enforcement of the Declaration. All three aspects of the question must be covered, but reference to one aspect may be limited. Their answers will be clearly written but have SPG errors.

Band Four [11-20]

A Band Four answer will demonstrate a superficial reading of the source. These candidates will offer simple comment on the extent to which animals are entitled to the same rights as humans. They may make only points for or against the suggestions, and come to a superficial conclusion. They will cite a limited range of the potential effects of the enforcement of the Declaration. They may address only two aspects of the question. Answers will be limited in clarity with errors of SPG.

SUGGESTED ANNOTATION:

U+1/U+2/U+3 ETC the case made by Uncaged.

J1/J2/J3 etc justifications

Ef1/Ef2/Ef3 etc effects of enforcement

SECTION B

Answer **ONE** question from this section.

Your answer must be in continuous prose.

- 2 Social Science researchers often classify people into social groups using a combination of letters and numbers. A1 refers to qualified professionals, B2 to clerical workers and C1 to skilled manual labourers.

Discuss to what extent you believe such social categorisation is acceptable and useful.

[50]

NB that this taxonomy is based on occupation, not employment, and always uses the occupation of the “head of the household” as its criterion.

Assessment Objectives Balance

Sub Section	AO1	AO2	AO3	AO4
Question 2	9	8	25	8

Indicative Content

Acceptable and useful:

- categorisation describes – it does not judge or condemn
- categorisation does not prevent social or professional mobility
- people often define themselves by the way they earn their living – this taxonomy simply reflects this
- it is important for social scientists and sciences
- it is convenient statistically
- it is useful for marketing
- it is useful for politicians and spin doctors
- social groups do conform, at least broadly, to type
- the British seem comfortable with such groupings
- they have become reasonably common knowledge and hence useful.

Unacceptable and not useful:

- inference should not be made from occupation to attitudes and behaviour
- there is in any case a wide variation between people within the same occupational category
- the idea of ranking A, B, C suggests stratification and a hierarchy, which is neither useful nor acceptable
- the occupation a person has is only a part of their lives
- occupation tells us little about the context of the activity – eg working in a multinational company is very different to having a similar job in a small firm
- some people apply stereotypes of group to all its members.

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CONTENT SPECIFIC BAND DESCRIPTIONS**Band 1 [41-50]**

Candidates will cover a wide range of content covering the four aspects of the question – acceptability, unacceptability, usefulness and uselessness. They will analyse and discuss these four aspects in depth, relating the classification to the purposes for which it is made and the uses to which it is put. They will cite and develop apt examples. Candidates will link their observations to a wider discussion of the eg mechanistic/hierarchical view of society implied by such classifications. Answers will be clearly structured and written with facility.

Band 3 [21-30]

Candidates will cover an adequate range of content covering the four aspects of the question – acceptability, unacceptability, usefulness and uselessness. It is probable that one of these aspects will be superficially covered. They will analyse and discuss these four aspects briefly, showing an adequate awareness of the purposes for which classification is made and of these used to which it is put. They will give anecdotal examples. Answers will be clear but may contain SPG errors.

Band 4 [11-20]

Candidates will cover a limited range of content and may well omit two of the aspects of the question. Aspects referred to will be briefly and superficially covered, perhaps by simply giving examples of various occupations which fit the classification. They may give anecdotal examples and offer simple comment. Answers will be limited in clarity with errors of SPG.

SUGGESTED ANNOTATION

A1/A2/A3 etc acceptable

U1/U2/U3 etc useful

A-1/A-2/A-3 etc unacceptable

U-1/U-2/U-3 etc not useful.

- 3 “Democracy is a very bad form of government but remember this: all the others are so much worse.”

(Attributed to – among others – Winston Spencer Churchill, 1874 – 1965)

Discuss this opinion, including a definition of democracy in your response.

[50]

Assessment Objectives Balance

Sub Section	AO1	AO2	AO3	AO4
Question 3	9	8	25	8

Indicative Content

Democracy

Definition of democracy eg *government by the people through elected representatives* [or **similar**] [a paraphrase of Abraham Lincoln’s definition – **government of the people, by the people and for the people** would be acceptable, for instance].

(a) Positive points of democracy

- democracy is responsible to the more and the less competent, and reflects the notion that all people are equally entitled to a say in government
- there are a variety of forms of democracy eg governments derived from *first past the post* voting as opposed to *proportional representation*
- government elected democratically are accountable to those who elect them
- if elections are fair and conducted by secret ballot the possibility of corruption is very small
- historically democracy tends to elect centrist governments which offer stability, although lurches to right and left are possible from time to time
- proportional representation can also lead to a strong government rather than a series of weak ones, perhaps hamstrung by unstable cross-party agreements
- unless majorities are very small, democracy offers stable government.

(b) Negative points of democracy

- the openness of democracy means that it can be vulnerable to subversion by political spin
- democracy as practiced in a two-party systems offers the electorate limited choice in the *first past the post* system
- democracy reflects society to the extent that the electoral system employed to make governments allows it to.
- democracy can in effect mean that the electorate is consulted only immediately prior to an election and never apart from then – this is certainly how many people in the UK feel
- low turnout in countries where voting is voluntary can produce skewed results
- a whipped party system (such as is produced by British General Elections) is seen by some as anti-democratic.

Other Systems of Government

These could include arguments for and against

- dictatorship – whether benign, malign, civil or military
- oligarchy
- hereditary monarchy
- plutarchy
- other systems of government

NB All indicative content is intended as a guide only. Any relevant ideas should be credited whether they appear specifically on the mark scheme or not.

CONTENT SPECIFIC BAND DESCRIPTORS**Band 1 [41-50]**

This will be, at least, a thoroughly competent response. Democracy will be defined succinctly and accurately, and a balanced, referenced discussion of a wide range of its benefits and drawbacks will be presented. A wide range of other forms of governmental system will be discussed competently, and relevant comparisons made between them and democracy. Specific examples, where adduced, will be helpful, though the absence of them need not be a drawback. A clear conclusion will be drawn. Answers will be clearly structured and written with facility.

Band 3

This will be, at least, an adequate response. Democracy will be defined although the definition may lack focus. There will be citation and straightforward discussion of any adequate range of its benefits and drawbacks. An adequate range of other forms of governmental system will be referenced, and straightforward analysis and comment applied to them. Anecdotal examples and illustrations may be given. Answers will be clear but may contain SPG errors.

Band 4

This will be a limited response. A simplistic definition of democracy will be offered at this level, together with simple comment on its benefits and drawbacks. At least one other system of government must be referred to for the answer to stay in Band 4. Alternative systems of government may be discussed only in terms of dictatorship, which will probably be exemplified by reference to the Third Reich. Answers will be limited in clarity with errors of SPG.

SUGGESTED ANNOTATION

D+1/D+2/D+3 etc for positive points of democracy

D-1/D-2/D-3 etc for negative points of democracy

A1/A2/A3 for alternatives, with + and – used for their advantages and drawbacks.

4 Do all sections of society have an absolute right to privacy?**[50]****Assessment Objectives Balance**

Sub Section	AO1	AO2	AO3	AO4
Question 4	9	8	25	8

Indicative Content**(a) Yes**

- “an Englishman’s home is his castle”
- the British are an essentially private race
- where an invasion of privacy is prompted by mere curiosity it cannot be justified
- what is perfectly acceptable in private might appear objectionable or titillating if given a public airing (“sex lives of the stars”)
- a lack of privacy can be de-humanising – we should be in control of our own lives and decide what we want to share
- modern media seem to think that they have a right to invade personal privacy
- most of us have either nothing or essentially trivial flaws to hide – why should our lives be inspected as if we had done something wrong?
- in particular, such ideas as the national DNA database represent an invasion of our privacy which could facilitate a dictatorship.

(b) No

- if what goes on in private is harmful to a person or persons then it should be revealed and stopped
- privacy is a privilege, not a right
- a privacy law is a wife-beater’s/child abuser’s charter
- crimes are planned in secret – if the invasion of privacy forestalls crime then it is a good thing
- the internet adds a new dimension to all kinds of crimes, and we need to abandon some of our ideas about privacy in order to combat these
- if you have nothing to hide, why try to hide it?
- celebrities gain wealth and fame through public interest; it is hypocritical if they expect their private lives to be sacrosanct
- many people have died because others have respected their right to privacy
- some would say that convicted/habitual criminals have forfeited their rights to privacy.

(c) General

- anthropological perspectives are gained through investigations and surveys – law needs to be carefully framed to allow for these
- electronic surveillance in effect abolishes privacy, and we need to be sure that there are good reasons for this
- is there a difference between privacy which can be used to conceal, and the private life which everyone has a right to lead?
- you can’t have absolute privacy and an open society

- if all sections of society have equal rights to privacy, can such tactics as the tagging of offenders be justified?
- what criteria should be applied to a right to privacy?

NB All indicative content is intended as a guide only. Any relevant ideas should be credited, whether they appear specifically on the mark scheme or not.

If only positive or negative points are made then the maximum mark is band three.

CONTENT SPECIFIC BAND DESCRIPTORS

Band 1 [41-50]

Answers will cover all three limbs of the question in roughly equal balance, with a wide range of positive, negative and general points discussed, analysed and exemplified. In particular, candidates will link the positive and negative points about privacy with some more general considerations such as those exemplified above. A balance conclusion may well be drawn. Answers will be clearly structured and written with facility.

Band 3 [21-30]

Answers must cover all three limbs of the question to stay in Band 3, but one of the aspects may be thinly covered. An adequate range of positive, negative and general points will be cited and briefly discussed, with some anecdotal and superficially developed examples given. A conclusion may be drawn. Answers will be clear but may contain SPG errors.

Band 4 [11-20]

Answers must cover two limbs of the question – probably the positive and negative points to stay in Band 4, but one of the aspects may be thinly covered. A limited range of points will be cited and subjected to simple comment, with anecdotal examples given. Answers will be limited in clarity with errors of SPG.

SUGGESTED ANNOTATION

P+1/P+2/P+3 etc for Yes points

P-1/P-2/P-3 etc for No points

G1/G2/G3 for general points.

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