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OCR GENERAL STUDIES

for A level

John Chiverrell, Paul Fletcher,
John Pearce, Jan Robinson

Hodder Education

OCR and Hodder Education are working together to provide better support for you.



Hodder Education are producing resources to support the new 2008 OCR A level General Studies specification. This brochure will give you a clear idea of the support available to you in your teaching of OCR General Studies and show you extracts from the resources which will be available from early 2008.

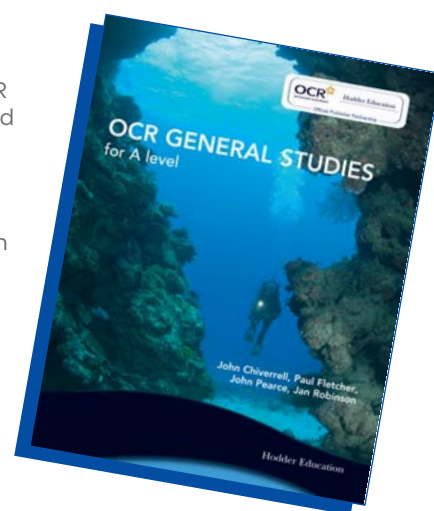
OCR General Studies for A level

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This brand new suite of resources has been written from scratch for the new OCR A level General Studies specification for 2008. The resources have been co-authored by experienced senior examiners who thoroughly understand the teaching and assessment demands of the revised specification.

- delivers the spirit of General Studies – enables teachers and students to explore each element of the specification as diverse and distinct content with its own vocabulary, discourse and skills
- helps students to improve their exam grade – offers a clear and intuitive pathway through the specification, with clear signposting and plenty of opportunity to practise the necessary skills
- helps teachers to organise and structure their course – guides topic teaching, helps with task setting and offers thorough exam preparation
- adapts to any teaching style – provides clear content summaries and follow-up activities and practice for lecture/speaker programmes, engaging activities that will ensure focused and worthwhile discussion for tutorial based programmes and a wealth of case study material and carefully structured cross domain explorations to develop synoptic skills for General Studies specialist teachers to build into their own courses
- activates prior knowledge and stimulates curiosity and research – develops and extends what students will know already, and helps teachers explain clearly new ideas or skills where appropriate



The course consists of a Student's Book, Teaching File with PowerPoint CD-ROM and Workbooks.

Student's Book

- follows the structure of the assessment units
- breaks each unit into topic blocks that are tailored to the specification requirements
- introduces content or key skills through a mix of author text, case studies, stimulus material, source materials, photos and cartoons
- includes key terms, key points, tasks (for group or independent work), 'examination talk' and 'learning trouble spots' throughout each topic block
- rounds off each topic block with 'What next?' ideas for further research (often focused internet-based research) and exam-style questions

Teaching File and PowerPoint CD-ROM

The Teaching File offers:

- course planning ideas
- guidance on models for delivering an effective General Studies course
- worksheets/research sheets for all the major topics in the Student's Book
- help with developing general skills such as essay writing
- examiners' tips and guidance on how to approach examination questions

The PowerPoint presentations provide:

- a general introduction to the course
- an introduction to each of the three domains
- an introduction to useful exam skills and techniques

The **Workbooks** are available for each unit to practise examination skills and develop understanding of the assessment requirements.

OCR General Studies for A level: Contents

Unit 1 The cultural and social domains

- 1.1 Political systems, processes and goals
- 1.2 Social and economic trends and constraints
- 1.3 Explanation and evaluation of human behaviour
- 1.4 Beliefs, values and moral reasoning
- 1.5 Media and communications 1
- 1.6 Creativity and innovation

Unit 2 Science, Mathematics and Technology

- 2.1 Characteristics of the sciences
- 2.2 Understanding scientific methods, principles, criteria and their application
- 2.3 Mathematical reasoning and its application

Unit 3 Domain exploration: applying synoptic skills

- 3.1 Examination and appreciation of ideologies and values in society
- 3.2 Nature of objectivity in social science
- 3.3 The relationship between law, society and ethics
- 3.4 Religious belief and experience
- 3.5 Media and communications 2
- 3.6 Understanding and appreciation of the changing nature and importance of culture
- 3.7 Aesthetic evaluation
- 3.8 The nature of scientific objectivity and the question of progress
- 3.9 Social, ethical and environmental implications and consequences of scientific discoveries and technological developments
- 3.10 The moral responsibility of scientists
- 3.11 The relationship between technology, science, society and ideology

Unit 4 Culture, Science and Society: Making connections

- 4.1 Synoptic assessment, exploring stimulus material
- 4.2 Extended writing in essay form
- 4.3 Synopticity of cultural and social domains: case study
- 4.4 Synopticity of cultural and science domains: case study
- 4.5 Synopticity of social and science domains: case study
- 4.6 Synoptic case studies

About the authors

All the authors are examiners for a major awarding body. All have been involved in teaching or examining the General Studies specification over a number of years.

OCR General Studies for A level Student Book

Available May 2008
£16.99 • 978 0340 96521 4 • 240pp

OCR General Studies for A level Teaching File and PowerPoint CD-ROM

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Unit 4 Culture, Science and Society: Making connections

4.6 Synoptic case study: Health and well-being

OVERVIEW

Unit 4 of the specification asks you to use the skills and understanding you have gathered from each domain synoptically.

So this synoptic case study:

- examines how culture, science, sociology and politics have combined to turn issues of obesity into headline news;
- considers the measures that politicians have taken or might take to respond to these concerns;

- invites you to speculate, from your own knowledge and understanding, how these issues might develop in the future.

As you consider these issues you will need in particular to draw upon your work on topics 1.2 (Social and economic trends), 1.5 (Media and communications) and 2.1.6 (Health and fitness).

Today's teenagers 'are less healthy than their parents'

Independent, 27/03/07

Obese will be majority in 25 years

Observer, 11/03/07

TASK

- 1 Investigate the role of 'The School Food Trust'. What are its aims and methods?
- 2 Discuss the extent to which you think schools should be involved in encouraging healthy eating and healthy lifestyles.

OBSESITY IS A POLITICAL ISSUE!

In Britain and in other developed countries, the beginning of the twenty-first century has seen a public focus on obesity – particularly the growing incidence of obesity amongst children and teenagers.

In past centuries to be fat was a sign of health and wealth. However, our perception of obesity is changing. Today's shift in perception has been influenced by many factors.

Cultural factors are significant – the fashion industry, with its powerful advertising, parades skinny women and lean men as the ideal body image for all to aspire to. However, it is not that simple.

Scientific research has contributed – as it has helped people identify illnesses that are related to obesity and overeating, and suggested how to counter their effects. It has given us more information about how to measure obesity, and about what constitutes a healthy, balanced diet.

Synoptic case study: Health and well-being



Meanwhile, social scientists have noted how the incidence of obesity varies from social group to social group. Obesity is nowadays often associated with poverty rather than with wealth. It is more likely to be the poor who eat unhealthily while the rich eat healthily. So tackling obesity has become part of the political agenda for social reform.

In response to concerns about obesity in children, the British Government introduced a 'Healthy Schools Initiative'. Since September 2006 unhealthy items have been removed from menus for school dinners in favour of healthier alternatives. 'Banned substances' include sweetened drinks, and 'junk' food. Other foods have been rationed. Fried foods such as chips should only be served twice a week, and all children have been encouraged to eat at least two portions of fruit and vegetables every day.

The government have also advised that all pupils of compulsory age should receive two hours of Physical Education each week.

KEY TERMS

A **balanced diet** is made up of

- carbohydrates (about 55%)
- proteins (about 15 to 20%)
- fat (maximum 30%)
- plus vitamins, minerals, and water.

A **healthy diet** includes:

- Fruit and vegetables
- Bread, other cereals and potatoes
- Milk and dairy foods
- Meat, fish and alternatives
- Foods containing sugar
- Foods containing fat.

A **calorie** is a unit of energy.

EXAMINATION TALK

Discuss the extent to which advertising, education and legislation might work to influence an individual to alter his or her diet and lifestyle.

This is an essay question requiring extended writing. In a question like this you need to show the range of your knowledge and understanding. So take each influence in turn and consider it, and in order to access the full range of marks mention both advantages and disadvantages of each form of influence. Then you need to point to connections between these influences. For example:

- **Advertising** could be blamed for encouraging unhealthy eating habits. Fast food producers spend millions of pounds each year promoting their image and their products. But increasingly, advertising is also used to inform the public rather than encourage sales. Examples of this are 'food labelling' adverts. However, a considerable number of people object to what they describe as 'the nanny state', and object to 'interference' from the government.
- The use of **education** through programmes such as PSHE, Science or Technology will prove useful in ensuring coverage of issues, but the quality of teaching might be variable from school to school or teacher to teacher, and the results or benefits of the teaching are not immediately visible.
- **Legislation** might target either the producer or the consumer. Targeting the consumer is likely to be hard to enforce. Many people regularly break social engineering type laws without apparent consequence (speeding, drinking under age). If a law is felt to be inappropriate by the public the cost of enforcing it might outweigh its purpose. Legislation targeted at the producer is likely to be more effective since it is more easily enforceable via the kind of government agencies and regimes already in place. Legislation already exists over what can be put into manufactured foods and what information can be put on the packaging.



Unit 4 Culture, Science and Society: Making connections

KEY TERMS

Body Mass Index

- The main constituents of the body are bone, muscle and fat.
- The ratio of bone to muscle to fat varies as a result of diet, exercise, hereditary factors and gender. Women usually have slightly more fat (proportionately) than men.
- Body Mass Index is calculated by dividing weight in kilograms by height in metres squared.
- A BMI of 20 to 25 is 'normal', 25 to 30 is overweight, more than 30 is obese.

TASK

Calculate your own BMI, if you dare!

PROBLEMS FOR THE FUTURE

Policy makers would like to think that if someone knows something is bad for them, they will change their behaviour to avoid it. Information and education are seen as all-important parts of the process of tackling the problem of obesity.

Health scares make good newspaper copy. In March 2007 'fatty diet increases risk of cancer in women' was headline news. However, much research, while it is newsworthy, is often inaccurately reported and easily misunderstood. What is more, the advice can change!

For example, how do people tell if they are obese? The current advice is to use the Body Mass Index to determine whether someone is overweight or underweight. However, this method does not give individual information about where fat is stored. For example, someone with a BMI of 27.7 may carry more 'internal' fat than another individual who has a BMI of 28.1. As a consequence researchers now believe that the current view of the relationship between diet, physical activity and health needs to be revised. (See for example 'You may look thin – and be too fat', Daily Telegraph, 21/12/06.)

Nor is there any guarantee that people accept the need to change their diets. In the half term following the introduction of the 'Nutritional Guidelines', Local Authorities recorded an average drop of some six per cent in the number of pupils buying school meals compared with the same period in the previous year. In some areas the drop was almost 30 per cent. And of course the press were on hand to photograph mothers in Rotherham who came to the school

TASK

Discuss: who is to blame for the obesity crisis?

- Food manufacturers and fast food franchises that add unhealthy ingredients, including unnaturally high levels of fat, sugar and salt, as well as additives.
- Parents who give in to children's eating fads, and families who don't eat together and thus don't teach their children how to eat healthily.
- Computer and entertainment industries, whose output encourage children to lead a less active lifestyle.
- The government, which has failed to control the spread of unhealthy food options.
- Children themselves, or at least those who overeat.
- Schools who have not controlled their canteen menus, and have not timetabled enough PE.
- The advertising industry that makes unhealthy food options sound and feel attractive to impressionable young people.
- The press that has got the whole thing out of proportion, and makes us feel there is a crisis when there it is nothing of the sort – it is just a small minority who can't control themselves.

Synoptic case study: Health and well-being



gates to give their children – those who did not want to eat the new healthy options provided by school meals – junk food. While this was described as a ‘blip’, there is concern that the influence that schools actually exert is minimal. Unless families embrace the concept, there is no guarantee that the projected increased rates of obesity can be tackled.

In 2007, the Schools’ Food Trust was given only three years in which to effect a change in eating habits. However, lasting change of such a dramatic sort takes a very long time.

DID YOU KNOW

In March 2007, the European Commission noted that ‘a 10% increase in BMI (Body Mass Index) reduces the real earnings of males and females by 3.27%’.

Figure 1

Impact on the National Health Service:

- An aging population, combined with one that is obese and inactive, would result in additional costs to a service that is already claiming to be overstretched.
- Priorities within the NHS might have to change. For example, stomach stapling operations may become more common than others, such as knee replacement.
- The service as it has been known for over 50 years might disappear completely under the pressure and be replaced with insurance-based systems like those in the United States.

Impact on individual freedoms

- ‘Freedom of choice’ might be limited if the government bans high fat foods.
- During the Second World War rationing ironically improved the diet of poorer families. Might some sort of food rationing be proposed in peacetime to help ensure a healthy diet?
- Could the government enforce physical activity to counteract the effects of increased food consumption?

Obesity is not just a factor affecting personal health. Obesity and attempts to tackle it have wider implications.

Impact on communities

- Walking and cycling might be actively encouraged to offer the public more opportunities to be physically active. As a result, public transport might decline.
- There might be a rise in the use of gardens for fruit and vegetable growth rather than flowers.
- Local authorities might find increased interest in allotments.

Impact on food producers

- Food producers have already agreed to find ways to reduce harmful additives in food. This will inevitably impact upon consumers not only in increased costs, but also in perceived loss of flavour.
- New food labelling to inform the consumer about the make-up of food needs to be easily understood, but also eye-catching. Again, this will ultimately impact upon the consumer, and possibly increase costs.
- Scientific researchers within the industry will constantly be investigating ways in which the quality and taste of food can be improved without the addition of additives or additional calories.



Unit 4 Culture, Science and Society: Making connections

WHAT NEXT?

The following research tasks require you to use a range of websites and internet articles. Articles are suggested but your research could, and should, extend more widely than this as you pursue your own investigation. Some of these articles may disappear in future years and new ones appear, so do use word searches on 'obesity' to find new articles.

1 Analyse at least two of the following articles. In each case, identify the key arguments and prepare a counter argument. You can find the articles at:

www.independent.co.uk

www.guardian.co.uk

www.timesonline.co.uk

These articles will then help you with Research tasks 2–5.

WOMEN TURN FROM EXERCISE AND DIET TO LIPOSUCTION

Independent, 29/01/2007

TODAY'S TEENAGERS 'ARE LESS HEALTHY THAN THEIR PARENTS'

Independent, 27/03/07

OBESE WILL BE MAJORITY IN 25 YEARS

Observer, 11/03/07

FOOD RETAILERS ACT TO REDUCE HEART DISEASE

Independent, 31/01/07

FIRST OVER-THE-COUNTER WEIGHT LOSS PILL TO BE UK APPROVED NEXT YEAR

Independent, 31/03/07

FOOD INDUSTRY INSISTS ITS HEALTH LABELS ARE CLEAR

Daily Telegraph, 09/01/07

- 2 Investigate** the relationship between obesity and illness. Design a poster or a bus shelter advertisement using the risk of illness to persuade the viewer to change his or her behaviour to avoid obesity-related illness. You could look at 'Healthy Living', Daily Telegraph 8-page special, 25/1/07.
- 3 Consider** the case of an eight-year-old boy from Wallsend. He weighed 89kg (14st). Social services held a case conference to decide if he should be removed from his family and taken into local authority care. Present arguments for and against the interference of the local authority in this case. Find out what actually happened at www.guardian.co.uk, in the article from 28 February 2007.
- 4** Imagine that you are a member of a government 'think tank' on obesity. Your task is to consider the effectiveness of strategies used so far and suggest fresh policies to combat obesity.
- 5** As well as tackling obesity, governments also sponsor campaigns to encourage people to give up smoking and to be 'drink aware'. Investigate one of these issues. What methods have been used? What successes or failures has the campaign had?

RESOURCE SHEET 12

Here is a question from an exam paper. The examiner has annotated it to show you how to read and understand the question.

2

Section A

Answer **all** questions in this section.

1 Study the source material and answer **all** parts of the question.

Moving from website to website → **a] Surfing On Your Sofa** ← *using the television, not a P.C. from home/your house/in comfort.*

b] using t.v. is now popular; expanding rapidly; a radical change in access.

After a series of false starts, which saw several 'set top boxes' arrive then disappear again, the armchair internet revolution is finally underway. Instead of spending hundreds of pounds on a PC and struggling with relatively complex software we are – at long last – being tempted into high street stores to buy infra-red keyboards, set top boxes and internet TVs for sending e-mail and even surfing the internet from the comfort of our living room sofas.

c] p.c. needs skill/knowledge; t.v. cuts this out; a cheaper alternative

5

d] a new market; new form of buying and selling; on line using a card; t.v. opens new option.

Figures indicate that the TV will overtake the PC as the most popular means of accessing 'walled garden' services (i.e. selective internet) as well as the world wide web. In the next five years, over 90 million homes worldwide will use their TV sets for interactive services (including internet access) compared with 60 million homes using the PC. Already, e-commerce through the television is proving a success. Games retailer Gameplay has already dropped the '.com' from its name because it is no longer relevant: it sells more by interactive TV than the web.

e] .com = address. not needed for t.v.; creates a new identity give eg.

10

Previous attempts to provide internet access via the TV have failed. Today awareness of the internet is higher than ever before and more and more web sites are being redesigned for the TV set. Once connected to the standard telephone line these can be used by sofa surfers for access to nearly all internet sites as well as sending and receiving free e-mail.

f] world wide web; internet; woven like a spider's web; connect via web to all parts of the world.

15

Adapted from *Surfing On Your Sofa*, Chris Price, The Guardian, 6 April 2000

Briefly explain the meaning of the following phrases as they are used in the passage, illustrating with examples where appropriate.

(a) 'Surfing On Your Sofa'	(title of the extract)	[3]
(b) 'armchair internet revolution'	(line 2)	[3]
(c) 'relatively complex software'	(line 3)	[3]
(d) 'e-commerce through the television'	(line 11)	[3]
(e) 'dropped the '.com''	(line 12)	[3]
(f) 'web'	(line 13)	[3]

18 Marks

six items: three short points/statements for each.



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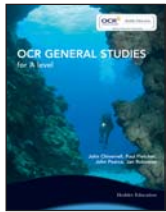
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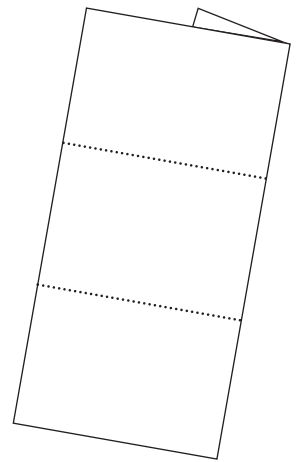


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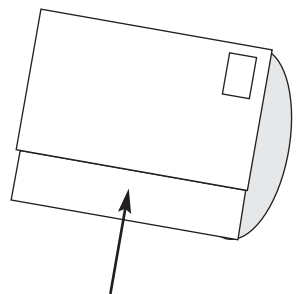
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2 and 3



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3

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