

General Studies

Advanced Subsidiary GCE

Unit **F731**: The Cultural and Social Domains

Mark Scheme for June 2012

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
NAQ	not answering the question
eg	appropriate example
Sp/G/Eng	spelling, grammar and language error; you are not expected to correct all of them
(...)	indicates a choice or a key phrase OR
Key	written beside an underlined choice or key phrase
Rubric	rubric infringement
D	Description
R	Reason
Rep	repetition, often of the question
Ev	Evaluation

Subject-specific Marking Instructions

Guidance for Examiners

Do not use ticks in Section B and D. It is essential that your annotations show clearly why marks have been awarded or withheld – your team leader will assess your annotation as well as your accuracy.

Stages to an essay mark

Read and annotate **fully** the candidate's response, using any question specific annotations agreed at Standardisation

Review your annotation, and then consider in which level the answer is located.

Consider its position within the level and a possible mark.

Fine tune the mark by considering the Assessment Objectives.

eg	AO1	good knowledge very limited knowledge and eg
	AO2	examples given
	AO3	personal experience relevant restricted personal experience
	AO4	clearly written inaccurate Spg

Comments must be positive and specific, eg *excellent use of specialist knowledge AO1, notable for clarity and elegance AO4, some unusual eg's well developed, well integrated AO2, the inclusion of personal experience and different perspectives AO3.*

Enter the final mark in a circle.

If bullet points are used where continuous prose is asked for, a maximum of level 3 is available for a 30-mark question.

Assessment Objectives

AO1 Demonstrate Knowledge and Understanding

- Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from difference disciplines;

AO2 Analysis and Evaluation

- Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data concepts and opinions;

AO3 Understanding Knowledge

- Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations;

AO4 Communication

Communicate clearly and accurately in a concise, logical and relevant way.

Question		Answer	Marks	Guidance													
1	(a)	<p>Full funding Artists would be totally supported by the government, sponsors or benefactors. Their importance would be raised as they would be able to work more freely and without the worry of obtaining a commission. Artists can work to perfect their contemporary style and improve the quality of their work without the burden of raising money.</p> <p>No funding Artists would have to work harder to ‘win over’ the public, as they will depend on their investment in order to pursue their work. The amount of art on show to see or listen to would increase, as there would be competition between artists for the public’s eyes and ears.</p>	6	<p>Assessment Objective Balance</p> <table border="1"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1a</td> <td>4</td> <td>2</td> <td></td> <td></td> <td>6</td> </tr> </tbody> </table> <p>Award up to three marks for each explanation. [3+3]</p>	Question	AO1	AO2	AO3	AO4	Total	1a	4	2			6	
Question	AO1	AO2	AO3	AO4	Total												
1a	4	2			6												
	(b)	(i)	3	<p>‘elevate the status of artists’ The regard for an artist is raised and results in a higher public profile. This might mean that their appearance in the media, for example, would be given great attention. Since the money for their work is being provided by a central source this is likely to stimulate public interest in the artist’s output as value for money is likely to be a key issue. It is possible that the elevation of status can also draw attention to the negative aspects of an artist’s work that might provoke controversy.</p>	<p>Assessment Objective Balance</p> <table border="1"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1b i</td> <td>1</td> <td>1</td> <td></td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>Award up to two marks for the explanation. A simple paraphrase of the quotation would only be awarded one mark. One mark is available for communication. [2+1]</p>	Question	AO1	AO2	AO3	AO4	Total	1b i	1	1		1	3
Question	AO1	AO2	AO3	AO4	Total												
1b i	1	1		1	3												

Question	Answer	Marks	Guidance												
(ii)	<p>‘make excellence of prime importance’ It is essential for the artist to achieve the highest standard in order to gain approval (for which there may or may not be financial reward). It will not be possible to produce weaker work as the sole aim is to gain recognition. Therefore, nothing less than the best is acceptable to both the artist and the public. Overall, the notion of creating the best possible work being the most important task must be clearly outlined.</p>	3	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 276 2069 347"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1bii</td> <td>1</td> <td>1</td> <td></td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>Award up to two marks for the explanation A simple paraphrase of the quotation would only be awarded one mark. One mark is available for communication. [2+1]</p>	Question	AO1	AO2	AO3	AO4	Total	1bii	1	1		1	3
Question	AO1	AO2	AO3	AO4	Total										
1bii	1	1		1	3										
(c)	<p>Candidates may include the following:</p> <ul style="list-style-type: none"> • art is regarded as a ‘high class’ pursuit without any relevance to others • despite subsidy, tickets for arts events, such as ballet and opera still remain high due to cost of staging and artists’ fees. • television is the major source of entertainment for most families • visits to arts events is seen as a luxury that some people can ill-afford • there is not enough education available to the public to enable them to have a more receptive appreciation of a range of arts and therefore make them more enthusiastic about giving support • art is not about appeal, therefore the number of people attending is sometimes not regarded as an issue • major arts events tend to be in large cities – this adds to the cost of involvement. 	6	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 619 2069 691"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1c</td> <td>4</td> <td></td> <td></td> <td>2</td> <td>6</td> </tr> </tbody> </table> <p>Award one mark for each reason plus one mark for development</p> <p>Annotate using R1, R2, for reasons, Dev for development, E.g. for examples.</p> <p>Awarding AO4 marks 2 marks – meaning is clear with very few errors of SPG. 1 mark – meaning is partially clear with some errors of SPG. 0 marks – meaning is not clear or frequent errors of SPG.</p> <p>Where 0 marks are awarded for content, 0 marks must also be awarded for AO4. [4+2]</p>	Question	AO1	AO2	AO3	AO4	Total	1c	4			2	6
Question	AO1	AO2	AO3	AO4	Total										
1c	4			2	6										

Question	Answer	Marks	Guidance												
(d)	<p>This open-ended question enables candidates to include details of events that they have seen advertised or attended (as audience or participant) in their local area or region. This could take the form of:</p> <ul style="list-style-type: none"> • concerts • exhibitions • workshops • summer schools • master classes. <p>Specimen examples of events: <i>Celebrating the work of a local landscape painter</i> <i>Workshops at a Pottery</i> <i>A photographic competition of family portraits</i> <i>A summer school of musical theatre culminating in a performance</i> <i>Street dancing</i> <i>Samba: learning the dance and playing the rhythms for all ages</i> <i>A folk festival featuring a performance by local bands and a well known ‘guest artist’</i> <i>A film festival (centred on a theme or actor)</i></p>	12	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 263 2069 335"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1d</td> <td>6</td> <td>4</td> <td></td> <td>2</td> <td>12</td> </tr> </tbody> </table> <p>Candidates should name and outline two events explaining their content, aims, and link to the Council’s brief. Examiners may award a maximum of five marks for each event. The final mark should be decided by consulting the levels marks scheme below.</p> <p>Annotate using E1, E2, for events, Dev for development, E.g. for examples</p> <p>Level 5 (9–10 marks) A clear and detailed knowledge of the proposed events written with confidence and accuracy.</p> <p>Level 4 (7–8 marks) Good knowledge, with one event or area being stronger than the other.</p> <p>Level 3 (5–6 marks) Some understanding of the Council’s brief, but not fully explained or developed.</p> <p>Level 2 (3–4 marks) A limited attempt at meeting the Council’s brief, with no clear explanation or development.</p> <p>Level 1 (1–2 marks) An answer with poor understanding of the nature of the task requested.</p>	Question	AO1	AO2	AO3	AO4	Total	1d	6	4		2	12
Question	AO1	AO2	AO3	AO4	Total										
1d	6	4		2	12										

Question	Answer	Marks	Guidance
			<p>Awarding of AO4 marks</p> <p>2 marks – meaning is clear with very few errors of SPG. 1 mark – meaning is partially clear with some errors of SPG. 0 marks – meaning is not clear or frequent errors of SPG.</p> <p>Where 0 marks are awarded for content, 0 marks must be awarded for AO4. [10+2]</p>

Section B: The Cultural Domain

Question	Answer	Marks	Guidance
2	<p>Indicative Content</p> <p>What is revelation?</p> <ul style="list-style-type: none"> • the act or process of disclosing something previously secret or obscure, especially something true • a fact disclosed or revealed, especially in a dramatic or surprising way • in religious terms: <ul style="list-style-type: none"> – God's disclosure of his own nature and his purpose for humankind, especially through the words of human intermediaries – is something in which divine disclosure is contained, such as the Bible or the Koran. <p>What is the significance of revelation or moments of truth?</p> <ul style="list-style-type: none"> • a person learns something new about themselves (an ability that they have and did not realise) • learning new facts and information, or having experience that may change a person's views or outlook on life • discovering something that solves a problem (e.g. a criminal is caught and convicted) • scientists have a breakthrough that cures a disease • religious revelation can promote confidence and optimism • the uncovering of previously unknown information about a person's life or character can result in disappointment and disillusionment • instances of dishonesty cause a breakdown in trust that could destroy a partnership or relationship (personal or business) • the act of revealing can result in a person being 	30	<p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of a level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'border line' should be awarded the lowest mark in the level.</p> <p>Level 5 (25–30 marks) Each part of the essay is covered with very clear description and secure knowledge (AO1) that includes a clear understanding of revelation or a moment of truth. This is supported by two cases that clarify meanings and ideas (AO2). Candidates introduce ideas that highlight the limitations of each statement (right or wrong) and their shortcomings (AO3). The essay is communicated clearly and fluently with few errors and a range of vocabulary (AO4).</p> <p>Level 4 (19–24 marks) Each part of the essay is covered with clear description and good knowledge (AO1) that includes an understanding of revelation or a moment of truth. This is supported by two cases that help to clarify ideas (AO2). Candidates use the technique of making comparisons or suggest a personal position (AO3). The essay is communicated clearly and fluently (AO4).</p> <p>Level 3 (13–18 marks) Each part of the essay is attempted though some descriptions are stronger than others (AO1). There is some support from additional information or examples that go some way towards clarifying revelation or a moment of truth these vary in quality and extent (AO2). The contrast between the two examples is weak and/or sketchy (AO3). The essay is communicated with some clarity though there are limitations in the quality of language and presentation (AO4).</p>

Question	Answer	Marks	Guidance
	<p>outcast for their honesty.</p> <p>Revelations and moments of truth can be both positive and negative. There can be much positive outcome but there is always a danger of some damage being caused, physically, mentally, or emotionally.</p> <p>Examples are likely to be chosen from:</p> <ul style="list-style-type: none"> • the home and personal life experiences • stories covered in the media • historical figures and events. 		<p>Level 2 (7–12 marks) Only parts of the essay are seriously tackled and the descriptions are vague and misleading (AO1). Additional information or examples are sparse, ambiguous or incomplete (AO2). Few (or no) ideas concerning positive and negative elements of either a revelation or a moment of truth are evident (AO3). Errors in communication restrict the understanding of the essay (AO4).</p> <p>Level 1 (0–6 marks) Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.</p> <p>Recommended Annotation M for moments or revelations. Ex1, Ex2 for experiences. Generic annotation guidance can be found on Page 1.</p>

Question	Answer	Marks	Guidance
3	<p>Indicative content</p> <p>What are the sources of electronic copies?</p> <p>There many options such as:</p> <ul style="list-style-type: none"> • computers • the internet (wide-open access to information), extranet (closed system only available to some people within a group or organisation) • digital images. <p>Advantages include:</p> <ul style="list-style-type: none"> • a large information storage capacity in a small size as well as re-usability (most electronic media devices are reusable). Storage density and how many times it can be reused for storage will depend on the electronic media type • electronic media tends to be relevant and engaging • the cost of printing is eliminated • the speed of updating is quicker than reprinting • large amounts of material can be stored in a very small space (making it more portable). <p>Disadvantages include:</p> <ul style="list-style-type: none"> • information not being as easy to access or read • the need for hardware (such as a computer) and software (to 'open' the work) • it is easily deleted and can become 'corrupt' • it does not have the 'substance' of a hard copy • communication is stifled between people and there is a diminishing of writing skills. 	30	<p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within the level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers, which are 'border-line', should be awarded the lowest mark in the level.</p> <p>Level 5 (25–30 marks) There is a very good understanding of both types of media and their impact (AO1). This is supported by additional information or examples that clarify meanings and ideas (AO2). Candidates will introduce a range of ideas that highlight their preference and the strength of these is characterised by consideration of positive and negative outcomes (AO3). The essay is communicated clearly and fluently with few errors and a range of vocabulary (AO4).</p> <p>Level 4 (19–24 marks) There is a good understanding of both types of media and their impact (AO1) This is supported by some additional information or examples that clarify meanings and ideas, though these may be a little unbalanced (AO2). Candidates introduce some ideas that highlight their preference and the strength of these is characterised by consideration of positive and negative outcomes (AO3). The essay is communicated clearly and fluently. (AO4).</p> <p>Level 3 (13–18 marks) The essay is attempted in broader terms with knowledge of one medium being stronger than the other (AO1). There is some support from additional information or examples that go some way towards clarifying meanings and ideas (AO2). There are weaknesses and/or sketchy or possibly assertive and unfounded ideas without consideration of alternatives (AO3). The essay is communicated with some clarity</p>

Question	Answer	Marks	Guidance
	<p>Is there still a place.....?</p> <p>Candidates are invited to state their views which may be a simple statement that is positive or negative.</p> <p>More discerning responses will see both sides, develop a reasoned case and state a preference.</p>		<p>though there are limitations in the quality of language and presentation (AO4).</p> <p>Level 2 (7–12 marks) Only parts of the essay are seriously tackled and the descriptions are vague and misleading (AO1). Additional information or examples is sparse, ambiguous or incomplete (AO2). Few (or no) examples are presented that look at strengths and shortcomings (AO3). Errors in communication restrict the understanding of the essay (AO4).</p> <p>Level 1 (0–6 marks) Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.</p> <p>Recommended Annotation E+, E- for positive and negative examples, I for impact, E.g. for examples. Generic annotation guidance can be found on Page 1.</p>

Question	Answer	Marks	Guidance
4	<p>Indicative content</p> <p>The question offers candidates the opportunity to construct their own argument. In order to be a complete response it is necessary to look at both sides of the accusation. Without the support of examples, the arguments will not be secure.</p> <p>Some possible views:</p> <ol style="list-style-type: none"> 1. Most ordinary people respect the rights of others to a private life. However, some people are obsessed with public figures. They want to know everything about them, and have an insatiable desire for more information. People should be admired for what they do, not who they are, e.g. a great singer, gifted footballer. 2. There is over-interest in the families of public figures. It is unconnected with the person's work and can affect their ability to work. 3. The press do investigate public figures whose lifestyles are questionable (such as a Member of Parliament being very rich) as they consider this to be in the public interest. 4. If the public did not buy sensationalist magazines, the press would have to modify their approach. Stories about public figures sell newspapers and magazines. 5. The media produce what the people want to read, hear and see. When there are people looking for stories of other peoples' lives for entertainment, there seem no bounds to how deep into the personal conduct and life of public figures that the press will go to. 	30	<p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within the level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers, which are 'border-line', should be awarded the lowest mark in the level.</p> <p>Level 5 (25–30 marks) There is a very good understanding of the treatment of public figures (AO1) that includes key words and appropriate definitions: this will include some analysis supported by additional information about the extent of the press' influence. Ideas are positive or negative. There is the support of examples (AO2). Candidates will highlight the extent to which they agree with the statement in a fair and balanced fashion (AO3). The essay is communicated clearly and fluently with few errors and a range of vocabulary (AO4).</p> <p>Level 4 (19–24 marks) There is a good understanding of the treatment of public figures (AO1) and this will include reference to some key words and appropriate definitions. This is supported by some additional information about the extent of the press' influence. Examples will clarify meanings and ideas as well as support views, though the balance may be uneven (one example being a little stronger than the other (AO2). Candidates will introduce some ideas and examples that highlight their understanding of the extent and limitation of the press using case study or their experience (AO3). The essay is communicated clearly and fluently. (AO4).</p> <p>Level 3 (13–18 marks) The essay is attempted in broader terms with some description being stronger than others (AO1). There is some support from additional information</p>

Question	Answer	Marks	Guidance
	<p>6. A free press is essential to the functioning of a free-market economy, exposing corruption and dishonesty.</p> <p>7. No clear dividing line can be drawn between public and private behaviour – drawing up rules is arbitrary and will exclude at least some corrupt or dishonest behaviour of bearing.</p> <p>8. Public figures seek this status knowing that it will bring attention to their private lives, for example pop stars and footballers. Constant scrutiny is the price of fame. Many celebrities actively seek media exposure in order to advance their careers, revealing many aspects of their personal lives;</p> <p>The extent to which the media are legally free to investigate and publish details of celebrities’ private lives varies from country to country. For example, France is much stricter on protecting personal privacy than Britain is. The debate has recently been given additional importance by the development of Human Rights law in Europe, as privacy is classed as a right under the European Convention of Human Rights.</p>		<p>or examples that go some way towards clarity though the essay is one sided and dismissive, notably in the context of press activity (AO2). Support and a balanced examination of ideas are weak and/or sketchy or possibly assertive and unfounded (AO3). The essay is communicated with some clarity though there are limitations in the quality of language and presentation (AO4).</p> <p>Level 2 (7–12 marks) Only parts of the essay are seriously tackled and the descriptions are vague, assertive or misleading (AO1). Additional information and the reference to examples are weak, ambiguous or incomplete (AO2). Few (or no) ideas concerning the approach and attitude of the press are evident (AO3). Errors in communication will restrict the understanding of the essay (AO4).</p> <p>Level 1 (0–6 marks) Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.</p> <p>Recommended Annotation C+, C- for the positive and negative treatment of celebrities. Generic annotation guidance can be found on Page 1.</p>

Question		Answer	Marks	Guidance												
5	(a)	<p>Advantages include:</p> <ul style="list-style-type: none"> head teachers would have more freedom to organise their schools to suit the needs of their own students schools can organise their finances like a business head teachers would have the opportunity to take into account local issues and traditions that might affect the school's holiday pattern a school will run for the benefit of its own students' needs by not being constrained by National arrangements. <p>Disadvantages include:</p> <ul style="list-style-type: none"> schools and teachers would have less accountability possibly leading to a fall in standards school holidays could be organised to suit the school but not necessarily the community finances must be tightly controlled as there is no fallback position (schools will run like a business) a free curriculum students will not guarantee a complete education as schools will decide what they want to teach. 	8	<p>Assessment Objective Balance</p> <table border="1"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5a</td> <td>4</td> <td>2</td> <td></td> <td>2</td> <td>8</td> </tr> </tbody> </table> <p>One mark for each advantage and one mark for each disadvantage. Award up to two marks for development or the inclusion of examples. Annotate using A1, A2 for advantages, D1, D2 for disadvantages, Dev for development, E.g. for examples.</p> <p>Awarding of AO4 marks</p> <p>2 marks – meaning is clear with very few errors of SPG. 1 mark – meaning is partially clear with some errors of SPG. 0 marks – meaning is not clear or frequent errors of SPG.</p> <p>Where 0 marks are awarded for content, 0 marks must be awarded for AO4. [6+2]</p>	Question	AO1	AO2	AO3	AO4	Total	5a	4	2		2	8
Question	AO1	AO2	AO3	AO4	Total											
5a	4	2		2	8											
	(b)	<p>Ways may include:</p> <ul style="list-style-type: none"> students will have a wider range of learning experience schools will be able to share facilities and teachers teachers are able to learn from each other and improve their own professional experience. 	4	<p>Assessment Objective Balance</p> <table border="1"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5b</td> <td>2</td> <td>2</td> <td></td> <td></td> <td>4</td> </tr> </tbody> </table> <p>Award one mark for each way and one mark for development. Annotate using W1,W2 for ways, Dev for development, E.g. for examples. [2+2]</p>	Question	AO1	AO2	AO3	AO4	Total	5b	2	2			4
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Question	Answer	Marks	Guidance												
(c)	<p>Strengths may include:</p> <ul style="list-style-type: none"> • more focus on the needs of local children • schools can be established in remote areas irrespective of the catchment • a stronger relationship between parents, teachers and children • schools can establish their own ethos. <p>Weaknesses may include:</p> <ul style="list-style-type: none"> • the absence of expert supervision by trained experts • the school would become detached from and different from other schools • changed emphasis in the curriculum could affect student progress and present problems when preparing for examinations • freedom to set up a school anywhere (such as shops and houses), as long as certain criteria are met, may result in serious safety and security issues. 	8	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 276 2069 347"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5c</td> <td>4</td> <td>2</td> <td></td> <td>2</td> <td>8</td> </tr> </tbody> </table> <p>Award two marks for strengths and two marks for weaknesses. Annotate using S1, S2 for strengths, W1, W2 for weaknesses, Dev for development, E.g. for examples.</p> <p>Awarding of AO4 marks</p> <p>2 marks – meaning is clear with very few errors of SPG. 1 mark – meaning is partially clear with some errors of SPG. 0 marks – meaning is not clear or frequent errors of SPG.</p> <p>Where 0 marks are awarded for content, 0 marks must be awarded for AO4. [6+2]</p>	Question	AO1	AO2	AO3	AO4	Total	5c	4	2		2	8
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5c	4	2		2	8										

Question	Answer	Marks	Guidance												
(d)	<p>Candidates have a free choice to include any relevant and interesting material. This may include reference to the following general principles:</p> <ul style="list-style-type: none"> • the promotion good behaviour and respect • the prevention of bullying • that pupils complete their work • that conduct is regulated fairly. <p>There may be examples of:</p> <ul style="list-style-type: none"> • all forms of action involving race, religion and culture • homophobia • the protection and provision of students with special educational needs • cyberbullying (an increasingly prevalent form of bullying). <p>Measures may include:</p> <ul style="list-style-type: none"> • consistency in the way that all students are treated • strong leadership and implementation by teachers • a clear understanding of classroom expectations • a range of rewards and sanctions • a strong link with parents and other agencies. 	10	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1301 280 2047 352"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5d</td> <td>6</td> <td>2</td> <td></td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>Award up to a maximum of eight marks for the quality of the response. Annotate using D1, D2 for general points about discipline, W for ways, Dev for development, E.g. for examples.</p> <p>Max 8 marks:</p> <p>Level 4 (7-8 marks) A clear and detailed knowledge and discussion of a framework written with confidence and accuracy.</p> <p>Level 3 (5-6 marks) Good knowledge, with the discussion of a framework but with one measure being weaker than the other two.</p> <p>Level 2 (3-4 marks) Some understanding of a framework, but not fully explained or developed. [Maximum mark for two ways is 4 marks]</p> <p>Level 1 (1-2 marks) A limited attempt at discussing measures, with no clear explanations or development. [Maximum mark for one way is 2 marks]</p> <p>Awarding AO4 marks</p> <p>2 marks – meaning is clear with very few errors of SPG. 1 mark – meaning is partially clear with some errors of SPG. 0 marks – meaning is not clear or frequent errors of SPG. Where 0 marks are awarded for content, 0 marks must be awarded for AO4. [8+2]</p>	Question	AO1	AO2	AO3	AO4	Total	5d	6	2		2	10
Question	AO1	AO2	AO3	AO4	Total										
5d	6	2		2	10										

Question	Answer	Marks	Guidance
6	<p>Indicative content</p> <p>Reasons for</p> <ul style="list-style-type: none"> • over 1.5 million 16 and 17 year olds are denied the vote in the United Kingdom. For years there has been a consistent demand from young people for Votes at 16, and a clear case for change. That case is now overwhelming • at 16, young people can leave school, work full time and pay taxes, leave home, get married, join the armed forces, and make many decisions about their future • at 16, people become adults and take control of their own futures - so why cannot young people have the basic right of all adult citizens of a say in how the country is run? • young people are interested in issues; from climate change to racism, from education to crime. Voting is the fundamental way of having a say on issues, and at 16, young people are mature enough to be properly listened to • preventing 16 and 17 year olds from voting and having the chance to be heard sends a signal to them and to society, especially politicians, that their views are not valid and that they are not real citizens. At a time when people feel that politics is not relevant to them, young people need to be encouraged to take part in democracy, not kept out of it • citizenship education, youth engagement campaigns and high-speed interactive media have made this generation the most politically aware and educated ever, but the number of people taking part in politics just keeps on dropping. The abilities of 16 year olds need to be recognised and they need to be included 	30	<p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of a level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'border line' should be awarded the lowest mark in the level.</p> <p>Level 5 (25–30 marks) There is a very good understanding of reasons on both sides (AO1) that includes appropriate definitions and examples to support the ideas: this will include an analysis of the present and proposed systems supported by additional information. Ideas are fair and balanced. There is a clear coverage of a range of views (AO2). Candidates may highlight the extent to which they agree or disagree with the change using case study or their experience - the dilemmas faced should be self-evident (AO3). The essay is communicated clearly and fluently with few errors and a range of vocabulary (AO4).</p> <p>Level 4 (19–24 marks) There is a good understanding of reasons on both sides, their advantages and disadvantages (AO1); this will include key words and some attempt to offer clear, reasoned judgements. These are supported by some additional information or examples that will clarify meanings and ideas, though maybe not quite as balanced. The development of ideas is less extensive and detailed (AO2). Candidates may introduce some ideas and examples that highlight their agreement or disagreement with the proposal using case study or their experience (AO3). The essay is communicated clearly and fluently. (AO4).</p> <p>Level 3 (13–18 marks) The essay is attempted in broader terms with some elements being stronger than others (AO1). There is some support from additional information or</p>

Question	Answer	Marks	Guidance
	<p>in society and shown trust and respect. Students would be better prepared for voting while in full time education (assuming that this is of relevance to them at the time of learning – an imminent election).</p> <p>Reasons against:</p> <ul style="list-style-type: none"> • since young people of sixteen can only marry with their parents' permission, and though having legal responsibility over one's sex life shouldn't be underestimated, it doesn't mean that young people should be given the right, through voting, to have responsibility over all of society • young people have not developed critical thinking faculties that allow them to choose between political parties. They are highly impressionable and are likely to be swayed by the last opinion they heard – especially if this was aired by someone 'attractive' • a larger voting population made up of younger voters, who are less likely to vote, would reduce the percentage turnout. Turnout is already very low and the lower it gets the more people opt-out of the political process • examinations are already a source of stress for 16-18 year olds as they determine the route for the rest of their life. Time to research the issues that determine which party would be a better choice, is something that many teenagers simply do not have • it could be said that teenagers are either too lazy or too busy so will not vote anyway. The likelihood of people voting goes up as they get older and it is probable that many teenagers will not be interested in politics. If the young themselves cannot be bothered to vote when they do gain the right then why should they get the right at an earlier age. • Although many like the thought of having a say as to 		<p>examples that go some way towards clarity though the essay may be one sided and dismissive of one side and point of view (AO2). Support and a balanced examination of ideas are weak and/or sketchy or possibly assertive and unfounded (AO3). The essay is communicated with some clarity though there are limitations in the quality of language and presentation (AO4).</p> <p>Level 2 (7–12 marks) Only parts of the essay are seriously tackled and the descriptions are vague and misleading (AO1). Additional information or examples are sparse, ambiguous or incomplete (AO2). Few (or no) ideas concerning contrasting views in respect of changes to the present system are evident (AO3). Errors in communication will restrict the understanding of the essay (AO4).</p> <p>Level 1 (0–6 marks) Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.</p> <p>Recommended Annotations R1+, R+2, for positive reasons; R1-, R2- for negative reasons. Generic annotation guidance can be found on Page 1.</p>

Question	Answer	Marks	Guidance
	<p>how their country is run, when it comes to voting time how many will actually turn up to the polling station?</p> <p>The reasons given are not a complete list and, in a question such as this, that is open-ended in its demands, examiners must be prepared to exercise discretion and use their professional judgement when considering the responses and alternatives presented in the essay.</p>		

Question	Answer	Marks	Guidance
7	<p>Some background</p> <ul style="list-style-type: none"> • the Council of the European Union, which represents the member states, is the EU's main decision-taking body. When it meets at Heads of State or Government level, it becomes the European Council whose role is to provide the EU with political impetus on key issues. • the European Parliament, which represents the people, shares legislative and budgetary power with the Council of the European Union. • the European Commission, which represents the common interest of the EU, is the main executive body. It has the right to propose legislation and ensures that EU policies are properly implemented. • the European Union acts in a wide range of policy areas — economic, social, regulatory and financial — where its action is beneficial to the member states. These include: <ul style="list-style-type: none"> – solidarity policies (also known as cohesion policies) in regional, agricultural and social affairs; – innovation policies, which bring state-of-the-art technologies to fields such as environmental protection, research and development (R & D) and energy. • the Union funds these policies through an annual budget of more than €120 billion, which is largely paid for by the member states. It represents a small proportion of the EU's collective wealth (a maximum of 1.24 % of the combined gross national income of all member states. The single market is one of the European Union's greatest achievements. Restrictions between member countries on trade and free competition have gradually been eliminated, 	30	<p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within the level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'border-line' should be awarded the lowest mark in the level.</p> <p>Level 5 (25–30 marks) There is a very good understanding of the EU system (AO1) that includes appropriate definitions and examples to support the ideas: this will include a clear view of its organisation, strengths and weaknesses. Ideas are both positive and negative and there is balanced discussion (AO2). Candidates will highlight the extent to which the EU adopts a fair and feasible approach and highlight dilemmas faced by using a case study or personal experience (AO3). The essay is communicated clearly and fluently with few errors and a range of vocabulary (AO4).</p> <p>Level 4 (19–24 marks) There is a good understanding of the EU system (AO1); this will include clear definitions of terms. These are supported by some additional information or examples that clarify meanings and ideas, though maybe not quite as balanced. The idea of extent is covered by reference to supporting explanations. (AO2). Candidates will introduce some ideas and examples that highlight their agreement or disagreement with the EU legislative system using case study or their experience and how this affects society and individuals (AO3). The essay is communicated clearly and fluently. (AO4).</p> <p>Level 3 (13–18 marks) The essay is attempted in broader terms with the strength of the description is variable (AO1). There is some support from additional information or examples that go some way towards clarity though the essay</p>

Question	Answer	Marks	Guidance
	<p>with the result that standards of living have increased.</p> <ul style="list-style-type: none"> • the single market has not yet become a single economic area. Some sectors of the economy (public services) are still subject to national laws. • the individual EU countries still largely have the responsibility for taxation and social welfare. • the single market is supported by a number of related policies put in place by the EU over the years. They help ensure that market liberalisation benefits as many businesses and consumers as possible. • the euro is the single currency of the European Union. Twelve of the then 15 countries adopted it for non-cash transactions from 1999 and for all payments in 2002 when euro notes and coins were issued. • three countries (Denmark, Sweden and the United Kingdom) did not participate in this monetary union. • the new member countries are getting ready to enter the euro area as soon as they fulfil the necessary criteria. • in parallel with the objective of monetary stability, which is the responsibility of the European Central Bank, the member states are committed to higher growth and economic convergence. <p>In constructing their response, candidates may consider positive positions such as:</p> <ul style="list-style-type: none"> • decision-making for the 'common good' and mutual benefit • appearing strong on the world stage • pooling and sharing resources and expertise. 		<p>may be one sided and dismissive, notably if a clear preference is highlighted (AO2). Support and a balanced examination of ideas are weak and/or sketchy or possibly assertive and unfounded (AO3). The essay is communicated with some clarity though there are limitations in the quality of language and presentation (AO4).</p> <p>Level 2 (7–12 marks) Only parts of the essay are seriously tackled and the descriptions are vague and misleading (AO1). Additional information or examples are sparse, ambiguous or incomplete (AO2). Few (or no) ideas concerning contrasting the wide range of views in respect of the drawbacks of the EU legislative system are evident (AO3). Errors in communication will restrict the understanding of the essay (AO4).</p> <p>Level 1 (0–6 marks) Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.</p> <p>Recommended Annotations EU+ and EU- in respect of positive and negative points about the European Union, Ad 1, 2 for advantages and Dis 1, 2 for disadvantages. Generic annotation guidance can be found on Page 1.</p>

Question	Answer	Marks	Guidance
	<p>and consider negative positions such as:</p> <ul style="list-style-type: none">• the ignoring of 'local' problems• smaller countries being dominated by larger ones• geographical anomalies caused by climate or landscape• differences in style of government and voting. <p>This is an open-ended question but examiners should be able to see that the candidate has explored a range of issues, with illustration, and has also made some attempt at a reasoned conclusion and viewpoint.</p>		

Question	Answer	Marks	Guidance
8	<p>Some background</p> <ul style="list-style-type: none"> • The increase in the numbers of people from different ethnic backgrounds and countries was one of the most significant changes in Britain during the last 30 years. Most of Britain's main minority ethnic groups have increased in size both across the country as a whole and in the four largest conurbations. • Britain is still a predominantly white society, with 92% of its population coming from the white majority. However, this picture is changing, with a rapidly increasing diversity of ethnic groups and cultures. • Britain's population grew by 4% in the 1990s. 73% of this growth was due to minority ethnic groups, which grew by about 1.6 million people compared with 600,000 in the white population. The fastest growing group was 'Black African', more than doubling during the decade. Bangladeshi, Pakistani and Chinese groups also saw rapid growth. • minority ethnic populations grew in virtually every local authority area, including those with very few minorities at the start of the decade as well as those where minority ethnic communities were already present in the late 20th century. • the greatest numerical increases were in areas where there were already sizeable minority ethnic populations, which were mainly inner urban areas. This is consistent with a pattern of natural population growth and continuing immigration to join established family members. • this population growth took place in the context of continuing counter urbanisation and regional economic decline. While minority ethnic populations in inner urban areas continued to grow, white populations in many of these areas continued to 	30	<p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within the level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'border-line' should be awarded the lowest mark in the level.</p> <p>Level 5 (25–30 marks) There is a very good understanding of the problems of cultural groups and their settlement (AO1) that includes appropriate definitions and examples to support the ideas: this will include some background information based on personal knowledge. There is a clear coverage of a range of views showing an understanding of advantages and disadvantages (AO2). Candidates will highlight the extent to which cultural groups face problems or celebrate success and question this distribution using case study or their experience (AO3). The essay is communicated clearly and fluently with few errors and a range of vocabulary (AO4).</p> <p>Level 4 (19–24 marks) There is a good understanding of the problems of cultural groups and their settlement (AO1) that includes appropriate definitions and examples to support the ideas. There is some background information based on personal knowledge. This is supported by some additional information or examples that clarify meanings and ideas, though not quite as balanced or detailed. Some reference is made to the extent to which cultural groups face problems or celebrate success and question this distribution using case study or their experience (AO2). Candidates will introduce some ideas and examples that highlight their interpretation and views using case study or their experience. (AO3). The essay is communicated clearly and fluently (AO4).</p>

Question	Answer	Marks	Guidance
	<p>decline. As a result, minority ethnic groups made up a greater share of the population of some urban neighbourhoods. These twin patterns of dispersal and concentration present both opportunities and challenges for the development of our increasingly multi-cultural society.</p> <ul style="list-style-type: none"> • in recent years, liberalisation and changes in the law have allowed other cultural groups and sub-cultures to build their own residential communities in towns and cities. <p>Advantages may include:</p> <ul style="list-style-type: none"> • the residents can speak their own language freely and buy their own foods • an interesting and economically prosperous tourist attraction can be created (Little Venice – London, The Curry Mile – Manchester) • 'specialised neighbourhoods', with concentrations of similar people can help people find compatible neighbours and local amenities they value • support networks can be set up and help people – particularly less skilled people – find suitable jobs • improved productivity, welfare and overall living standards • people gain from living with compatible and complementary neighbours • families with young children will enjoy the benefits of networks and facilities, and mutual support as well as information, if they live in neighbourhoods with substantial numbers of families at the same stage in life • young singles who eat out and have a taste for urban entertainment and culture will find advantages if there are neighbourhoods in which large numbers of like-minded people are concentrated. More educated 		<p>Level 3 (13–18 marks) The essay is attempted in broader terms and the strength of description will vary (AO1). There is some support from additional information or examples that go some way towards clarity though the essay may be one sided and dismissive of some of the facts and opinions presented (AO2). Support and a balanced examination of ideas are weak and/or sketchy or possibly assertive and unfounded (AO3). The essay is communicated with some clarity though there are limitations in the quality of language and presentation (AO4).</p> <p>Level 2 (7–12 marks) Only parts of the essay is seriously tackled and the descriptions are vague and misleading (AO1). Additional information or examples are sparse, ambiguous or incomplete (AO2). Few (or no) ideas are presented on the relative advantages and disadvantages of each case (AO3). Errors in communication restrict the understanding of the essay (AO4).</p> <p>Level 1 (0–6 marks) Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.</p> <p>Recommended Annotations A1, A2 for advantages, D1, D2 for disadvantages. Generic annotation guidance can be found on Page 1.</p>

Question	Answer	Marks	Guidance
	<p>people, and people working in the liberal professions, may prefer to live in neighbourhoods with concentrations of similar types to themselves, sharing leisure and cultural pursuits and seeking similar local shops; business people may equally gain from living in neighbourhoods in which other business people live.</p> <p>Disadvantages may include:</p> <ul style="list-style-type: none"> • the areas function culturally and economically apart from other parts of a town or city • separation and segregation on a large scale can, in fact, cause more racial tension than full integration • in some world cities, exclusive areas can become 'no-go' areas for the rest of the population • there is an effect on the price of housing- this can be positive or negative depending on the area's reputation and location • residents are separated from mainstream culture and social interaction with others • if a city is dominated by two religions (e.g. Belfast) you may feel alienated in your own city through religious tension • segregation leads to mistrust, and mistrust leads to quarrelling and fighting between people. <p>The ideal response will include relevant examples to support the ideas presented, and may also include the personal experience of people who live in or have experience of named areas or groups</p>		

APPENDIX 1

Examiners should apply the generic mark scheme to make their initial assessment using a 'best fit', holistic approach. Reference should be made to the indicative content and the assessment objectives to arrive at the final mark.

Generic Levels Mark Scheme for essay questions marked out of 30**Level 5**

AO1	<ul style="list-style-type: none"> select, use and integrate a very good range of relevant knowledge show a good understanding of the concepts involved 	25-30
AO2	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluates them appropriately use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence 	
AO3	<ul style="list-style-type: none"> demonstrate very good awareness of the differences between types of knowledge have a very good appreciation of the strengths and limitations of the different types of knowledge 	
AO4	<ul style="list-style-type: none"> communicate complex ideas clearly and accurately , using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility 	

Level 4

AO1	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge show an understanding of the concepts involved 	19-24
AO2	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluates them competently use evidence to develop reasoned arguments and draw sound conclusions on the evidence 	
AO3	<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 	
AO4	<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 	

Level 3

AO1	<ul style="list-style-type: none"> select, use and integrate a range of relevant knowledge show an adequate understanding of the concepts involved 	13-18
AO2	<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 	
AO3	<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 	
AO4	<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 	

Level 2

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 	7-12
AO2	<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 	
AO3	<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 	
AO4	<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 	

Level 1

AO1	<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 	0-6
AO2	<ul style="list-style-type: none"> demonstrate poor interpretation and analysis of issues, problems and evaluation recognise arguments and conclusion 	
AO3	<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 	
AO4	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms use poor grammar and punctuation, and inaccurate spelling 	

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