

General Studies

Advanced GCE

Unit **F733**: Domain Exploration: Applying Synoptic Skills

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
F	indicates a loss of focus in the answer, which often leads to
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. It is essential that your annotations show clearly why marks have been awarded or withheld.

Stages to a 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.

Write a full summative comment using the AO statements from the Generic Mark Descriptors as a comment bank.

- eg
- AO1** good knowledge
very limited knowledge and eg
 - AO2** competent analysis and evaluation
limited analysis and a superficial evaluation only
 - AO3** personal experience relevantly adduced
Clear evaluation of different types of knowledge
 - AO4** fluently written with specialist vocabulary well used
Some fluency but many Sp/Eng/G errors

You may make comments additional to the AO statements but **NOT** instead of them. Such comments must be positive and specific, eg ***excellent use of specialist knowledge AO1, notable for clarity and elegance, (AO4) some unusual egs well developed AO2, 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.

The maximum mark for this paper is 100.

Assessment Objectives**AO1 Demonstrate Knowledge and Understanding**

- Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different 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	<p>This question involves candidates distinguishing between a fact and a belief, and explaining how they made the distinction.</p> <p>Statement A is based on a fact:</p> <ul style="list-style-type: none"> the source – the British Medical Association is a reputable scientific/professional body that would not hazard its reputation by publishing questionable research this statement is the outcome of peer-reviewed scientific research the health outcomes of vegetarianism show avoidance of a group of diseases the symptoms of which are physically diagnosable and these outcomes will have been demonstrated by a large number of case-studies. <p>Statement B is based upon a belief:</p> <ul style="list-style-type: none"> no scientific evidence is cited to suggest that eating meat induces the negative qualities cited in what sense do vegetables offer themselves peacefully to the earth? the meaning of the last six words in the second sentence of statement B is obscure the scientific credentials of Carlos Santana are not established. 	10	<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>1</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>Annotation: Recognise a valid point with a tick. Dev for development which should also be recognised with a tick.</p> <p>Award 2 marks [A01] for correct answer A = fact & B=belief</p> <p>Then:</p> <p>5-6 marks a well developed answer referring to both fact and belief, which analyses the statements fully.</p> <p>3-4 marks a developed answer referring to both fact and belief which analyses the statements adequately.</p> <p>1-2 marks a limited answer with little development which may, at the bottom of the mark band, refer to only one of the statements.</p> <p>Awarding AO4 marks 2 marks – meaning is clear, very few errors of SPG. 1 mark – meaning is partly clear, some errors of SPG. 0 marks – meaning is unclear, frequent errors of SPG.</p> <p>Where there are 0 marks awarded for content, 0 marks must be awarded for AO4.</p> <p>Award up to 8 marks in margin + 2 AO4 Ringed total mark in margin.</p> <p>An answer which identifies statement A as a belief [and hence statement B as a fact] will be awarded 0 marks.</p>	Question	AO1	AO2	AO3	AO4	Total	1	2	6	0	2	10
Question	AO1	AO2	AO3	AO4	Total										
1	2	6	0	2	10										

Question	Answer	Marks	Guidance												
2	<p>This question involves candidates explaining patterns and relationships.</p> <p>Indicative content</p> <p>Sweets: these remain the most popular item for both sexes and all ages over the five year period.</p> <p>Clothes and shoes: girls start spending their pocket money on clothes and shoes a year earlier than boys. When boys do start to buy them they are the fourth most popular item but the second most popular for girls.</p> <p>CDs/Music: These are popular with boys and girls at age 10-11. Boys continue to buy these the following year, but for girls this is no longer one of the four most popular items.</p> <p>Cosmetics/Toiletries: at no time do boys spend money on these, preferring fast food at the age of 14-15, when girls spend almost a third of their money on cosmetics and toiletries.</p> <p>Leisure/Sports Centres: Similarly popular with boys and girls at age 10-11 but at ages 12-13 boys spend on soft drinks instead: girls, as noted already begin spending heavily on clothes and shoes instead.</p>	10	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1265 244 2085 316"> <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>2</td> <td>2</td> <td>6</td> <td></td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>Recommended annotation Recognise valid points and development with a tick. P for pattern of spending. Ex for explanation. Dev for development.</p> <p>7-8 marks a well developed answer which fully describes two spending patterns and suggests two likely explanations.</p> <p>4-6 marks a developed answer which adequately describes two spending patterns and suggests two possible explanations.</p> <p>1-2 marks a limited answer with limited description which may, at the bottom of the mark band, refer to only one spending pattern or give no explanation, or an inappropriate one.</p> <p>An answer which does nothing but describe can receive only the maximum AO1 mark of 2 plus AO4 as appropriate – ie Max four.</p> <p>Awarding of AO4 marks 2 marks – meaning is clear, very few errors of SPG. 1 mark – meaning is partly clear, some errors of SPG. 0 marks – meaning is unclear, frequent errors of SPG.</p> <p>Where there are 0 marks awarded for content, 0 marks must be awarded for AO4.</p> <p>Award 8 + 2 inside the margin, ringed total in margin.</p>	Question	AO1	AO2	AO3	AO4	Total	2	2	6		2	10
Question	AO1	AO2	AO3	AO4	Total										
2	2	6		2	10										

Question	Answer	Marks	Guidance												
3	<p>This question involves candidates thinking critically and logically.</p> <p>Indicative content</p> <p>the proverb highlights the difference between</p> <ul style="list-style-type: none"> • charity – which leaves the recipient still dependent after receiving the handout • and sustainable development, where people have the chance to become self sufficient • by using simple technology which they can learn to use quickly • and in the long term effects cultural and social change • which happens at a rate the recipient society can absorb. <p>CREDIT ANY OTHER VALID POINTS The above is a framework for a fully developed answer. Accept any answer which covers a similar amount of ground in similar detail. A simple transliteration of the proverb should be awarded no more than 2 marks.</p> <p>Examples of intermediate technology There is a wealth of these and any credible example which clearly demonstrates the benefits of intermediate technology should be accepted. Examples include:</p> <ul style="list-style-type: none"> • solar powered electric lamps • wind-up radio sets • bicycle-drawn trailers [both with solid tyres] for marketing produce • ceramic ovens made by local craftsmen to replace cooking fires • water storage tanks and simple pump mechanisms • ploughs made by local blacksmiths. 	10	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1265 244 2085 316"> <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>3</td> <td>2</td> <td>6</td> <td></td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>Recommended annotation Recognise valid points with a tick. Dev for development. IT for reference to intermediate technology.</p> <p>Award marks as follows 2 marks [AO1] for an understanding of Intermediate Technology. 1 mark [AO1] for a partial understanding of Intermediate Technology.</p> <p>Plus 5-6 marks for a well developed/full understanding of the proverb/idea as it applies to developing countries. 3-4 marks for an adequately developed understanding of the proverb/idea as it applies to developing countries. 1-2 marks for a partial or limited understanding of the proverb/idea as it applies to developing countries.</p> <p>Awarding AO4 marks 2 marks – meaning is clear, very few errors of SPG. 1 mark – meaning is partly clear, some errors of SPG. 0 marks – meaning is unclear, frequent errors of SPG.</p> <p>Where there are 0 marks awarded for content, 0 marks must be awarded for AO4.</p> <p>Award 8 + 2 inside margin: ringed total outside margin.</p>	Question	AO1	AO2	AO3	AO4	Total	3	2	6		2	10
Question	AO1	AO2	AO3	AO4	Total										
3	2	6		2	10										

Question	Answer	Marks	Guidance												
4	<p>This question involves candidates using deductive and inductive arguments in a cross-domain question.</p> <p>Indicative content</p> <p>Scientific issues</p> <ul style="list-style-type: none"> • what need is there for the second control group? • antiretroviral treatment is already proven to be more effective than none • the second control group's function is to make the new treatment seem yet more effective • this seems to be necessary mainly for commercial reasons. <p>Social issues</p> <ul style="list-style-type: none"> • in this case the Africans the doctor wishes to involve are to be treated like experimental animals whose lives are expendable • this is uncomfortably reminiscent of the values of the <i>Shoah</i> • the end cannot justify the means for the Africans who will die. <p>Cultural issues</p> <ul style="list-style-type: none"> • the values of a western society – where the pharmaceutical industry and competition in academic circles are in part a commercial phenomenon – are to be imposed on the life or death simplicities of a developing country. 	20	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1263 277 2080 349"> <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>4</td> <td>7</td> <td>7</td> <td>2</td> <td>4</td> <td>20</td> </tr> </tbody> </table> <p>Recommended annotation Sc for points relating to scientific issues. So for points relating to social issues. Cu for points relating to cultural issues.</p> <p>These level descriptors are intended as a first guide to examiners. They indicate the characteristics of a top 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 (17-20 marks) Candidates will show a very good understanding of the scientific, social and cultural implications of this case study. They will produce a well developed answer which incorporates a wide range of indicative content. Analysis will be concise and focused, and examples will be given [AO3]. The answer will be clearly structured and written with facility.</p> <p>Level 4 (13-16 marks) Candidates will show a good understanding of the scientific, social and cultural implications of this case study. They will produce a developed answer which incorporates a good range of indicative content. Analysis will be focused, and examples will be given [AO3]. The answer will be clearly structured and clearly written.</p>	Question	AO1	AO2	AO3	AO4	Total	4	7	7	2	4	20
Question	AO1	AO2	AO3	AO4	Total										
4	7	7	2	4	20										

Question	Answer	Marks	Guidance
			<p>Level 3 (9-12 marks) Candidates will show an adequate understanding of some of the scientific, social and cultural implications of this case study, or coverage of these which is uneven. They will produce a relevant answer which incorporates an adequate range of indicative content. Analysis will be secure but unbalanced, and examples may be given [AO3]. The answer will be understandable but will contain some errors of punctuation, spelling and grammar.</p> <p>Level 2 (5-8 marks) Candidates will show a modest understanding of some implications of this case study but may refer to only two of the three fields. They will produce a partial answer which incorporates a limited range of indicative content. Analysis will be limited, and no examples will be given [AO3]. The answer will be intelligible but will be significantly flawed as to punctuation, spelling and grammar.</p> <p>Level 1 (0-4 marks) Candidates will show a restricted understanding of some implications of this case study but may refer to only one or two of the three fields. They will produce a fragmentary answer which incorporates a very limited range of indicative content. Analysis will be very limited, and no examples will be given [AO3]. The answer will be intelligible but will be flawed as to punctuation, spelling and grammar to the extent that understanding may be impeded.</p> <p>Examiner guidance: there will be some overlap between social and cultural issues as identified by candidates. This need not matter provided the actual content and its treatment are secure. A candidate who covers one field can score a maximum of top Level 2.</p>

Question	Answer	Marks	Guidance												
5	<p>This question involves:</p> <ul style="list-style-type: none"> understanding and interpreting the extent to which science and religion are opposed points of view evaluation of the extent to which religious belief and science can co-exist. <p>Indicative content</p> <ul style="list-style-type: none"> some may feel that Hawking's view – that science has rendered god unnecessary – mistakes the purpose of science the image of a god “lighting the blue touch-paper” presupposes a god who then absents himself from the universe science cannot exclude the possibility of a deity as the non-existence of god cannot be proved that the non-existence of god cannot be proved does not prove that god does exist, only that he may Sacks' view – that science excels at explaining and describing the mechanics of the universe – is shared by many scientists the notion that religion, like philosophy, can interpret the meaning of the universe [assuming that it has one] is a clear statement of the remit of theology only 32 verses of the Bible deal with the creation myths, which bears out Sacks' point that “the Bible is not interested in creation” some scientists tend to deal with the questions of why we are here as an irrelevance – the universe is a purely a mechanism behavioural scientists may believe that notions of how to behave express psychological and genetic conditioning rather than an external morality none of the foregoing suggests, however, that science and religion cannot co-exist 	50	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1265 261 2080 331"> <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>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p>Recommended annotation Intro for introduction. Ha for points developed from Hawking. Sa for points developed from Sacks. C for co-existence. Ev for evaluation. Dev for development. Conc for conclusion.</p> <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 (41-50 marks) Candidates will show a very good understanding of the source and the scientific and religious issues that arise from it. They will produce a well developed answer which incorporates a wide range of indicative content developed from the source and from their own knowledge. Analysis will be concise and focused, and examples will be given [AO3]. The answer will be clearly structured and written with facility.</p> <p>Level 4 (31-40 marks) Candidates will show a good understanding of the source and the scientific and religious issues that arise from it. They will produce a developed answer which incorporates a good range of indicative content developed from the source and from their own knowledge. Analysis will be well focused, and examples will be given [AO3]. The answer will be clearly structured and clearly written.</p>	Question	AO1	AO2	AO3	AO4	Total	5	7	25	8	10	50
Question	AO1	AO2	AO3	AO4	Total										
5	7	25	8	10	50										

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • unless scientists feel strongly that science is ultimately capable of explaining everything about the universe, including why it exists • some believers feel that their scriptures – particularly with regard to the creation myths – are a literal truth • many aggressively atheistic scientists suggest that all religious belief is similarly superstitious, despite developments in modern theology - which the scientists say is a bogus discipline • ultimately, religious belief seems to be capable of accommodating science to a greater extent than science can accommodate religion • believers do themselves no favours by working with a “god of the gaps” theology which requires constant revision as science closes the gaps • no conclusion is possible, but the notion of co-existence seems to depend on the willingness of scientists and believers to do so. 		<p>Level 3 (21-30 marks) Candidates will show an adequate understanding of the source and the scientific and religious issues that arise from it. They will produce a relevant answer which incorporates an adequate range of indicative content developed from the source. Analysis will be adequate but will lack balance, and examples may be given [AO3]. The answer will be understandable but will contain some errors of punctuation, spelling and grammar.</p> <p>Level 2 (11-20 marks) Candidates will show a modest understanding of the source and the scientific and religious issues that arise from it. They will produce a partial answer which incorporates a limited range of indicative content developed from the source. Analysis will be limited and will lack balance, and no examples will be given [AO3]. The answer will be intelligible but will be significantly flawed as to punctuation, spelling and grammar.</p> <p>Level 1 (0-10 marks) Candidates will show a restricted understanding of the source and the scientific and religious issues that arise from it. They will produce a fragmentary answer which incorporates a very limited range of indicative content. Analysis will be very limited and no examples [AO3] will be given. The answer will be intelligible but will be flawed as to punctuation, spelling and grammar to the extent that understanding may be impeded.</p> <p>Examiner guidance: Candidates who deal with only science or religion – no matter how persuasively – can receive no more than Level 3. Candidates who do not refer – even implicitly - to both Hawking’s and Sachs’s points of view can receive no more than Level 3.</p>

Question	Answer	Marks	Guidance												
6	<p>This question involves:</p> <ul style="list-style-type: none"> explaining the notion of objectivity from the scientific point of view assembling, discussing and illustrating ideas from the social and cultural domains about social science evaluating this discussion and drawing a conclusion. <p>Indicative content</p> <ul style="list-style-type: none"> scientific objectivity is based on phenomena which can be measured exactly on scales which are internationally accepted it is based on the notion that an experiment, if repeated in the same conditions, will produce the same result in science control experiments can be used to validate live ones – a control experiment is not possible in social science the disproof of a scientific theory is regarded as progress towards a better understanding of physical, chemical or biological phenomena – the disproof of a social theory can be seen as a reverse properly conducted scientific experiment excludes emotion, opinion or prejudice which social science experiments cannot since the raw material is people social scientists observe, measure and gather data just as scientists do the interpretation of these data is essentially [more or less] subjective interpretation may be coloured by the social scientists' preconceptions of what s/he expected to find, or by their pre-existing political beliefs 	50	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1263 261 2080 331"> <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>6</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p>Recommended annotation Intro. for introduction. Sci+ for positive points – that social science can be objective. Sci- for negative points – that social science cannot be objective. Illus/Eg for illustrations and examples. Ev for evaluation. Dev for development. Conc for conclusion.</p> <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 (41-50 marks) Candidates will show a very good understanding of the issue of objectivity in social science. They will produce a well developed answer which incorporates a wide range of indicative content developed from their own knowledge. Analysis will be concise and focused, and examples will be given [AO3]. The answer will be clearly structured and written with facility.</p> <p>Level 4 (31-40 marks) Candidates will show a good understanding of the issue of objectivity in social science. They will produce a developed answer which incorporates a good range of indicative content developed from their own knowledge. Analysis will be well focused, and examples will be given [AO3]. The answer will be clearly structured and clearly written.</p>	Question	AO1	AO2	AO3	AO4	Total	6	7	25	8	10	50
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Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • and the gathering of the data themselves may be coloured by demand characteristics, where subjects say what they think will portray them in a good light • social scientists often propound social theories into which they seek to accommodate further research to an extent which a physical scientist would find unworkable • the subjects of physical science are constants, whereas human beings and the societies which they comprise cannot be • social scientists do as much as possible to exclude subjective elements – both in the collection of data and its interpretation - by careful design of methodology so that eg contradictory answers cancel one another out • social science can only describe – but is used by some to prescribe and predict • there are those who say that the most social science can conclude is that “some do, some don’t” • but the more closely social science resembles physical science, the more useful it can be as a tool. 		<p>Level 3 (21-30 marks) Candidates will show an adequate understanding of the issue of objectivity in social science. They will produce a relevant answer which incorporates an adequate range of indicative content developed from their own knowledge. Analysis will be adequate but will lack balance, and examples may be given [AO3]. The answer will be understandable but will contain some errors of punctuation, spelling and grammar.</p> <p>Level 2 (11-20 marks) Candidates will show a modest understanding of the issue of objectivity in social science. They will produce a partial answer which incorporates a limited range of indicative content developed from their own knowledge. Analysis will be limited and will lack balance, and no examples will be given [AO3]. The answer will be intelligible but will be significantly flawed as to punctuation, spelling and grammar.</p> <p>Level 1 (0-10 marks) Candidates will show a restricted understanding of the issue of objectivity in social science. They will produce a fragmentary answer which incorporates a very limited range of indicative content. Analysis will be very limited and no examples [AO3] will be given. The answer will be intelligible but will be flawed as to punctuation, spelling and grammar to the extent that understanding may be impeded.</p> <p>Examiner guidance: candidates are liable to be less than familiar with scientific method than would be helpful to them in this question. Statements about this should be assessed as positively as possible.</p>

Question	Answer	Marks	Guidance												
7	<p>This question involves:</p> <ul style="list-style-type: none"> the selection of two art forms from the specified list knowledge of, and ability to assess, the contribution made by technology to both of these. <p>Indicative content</p> <p>In a wide ranging question of this kind a list of indicative content would be either too vague to be of use or too detailed [and too long] to be workable. A good answer should comprise the following broad areas of indicative content.</p> <ul style="list-style-type: none"> clear identification of two art forms identification of technologies appropriate to the art form clear description of how the technologies have been applied to the art form an evaluation of their success choice of artists/practitioners of the art form examples of the art form linked to technologies <p>The following suggested examples may be of use although the list cannot be exhaustive. Liaison with your team leader – or, if necessary, your principal examiner – will be your first recourse if in doubt. The list below is, necessarily, of examples only.</p> <p>Architecture The development of the flying buttress, that transmit the lateral forces exerted by massive roof structures to ground level whilst adding an interesting architectural feature.</p> <p>Fashion The development of man-made fibres imitating the qualities of natural fibres [eg silk] which enable the mass production of couture which had hitherto been the preserve of the very rich.</p>	50	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1263 276 2083 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>6</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p>Recommended annotation Intro. for introduction. Te for references to technology. Dev for development. Ev for evaluation. Conc for conclusion.</p> <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 (41-50 marks) Candidates will show a very good understanding of the contribution made by technology to their two chosen art forms. They will produce a well developed answer which incorporates a wide range of indicative content developed from their own knowledge. Analysis will be concise and focused, and examples will be given [AO3]. The answer will be clearly structured and written with facility.</p> <p>Level 4 (31-40 marks) Candidates will show a good understanding of the contribution made by technology to their two chosen art forms. They will produce a developed answer which incorporates a good range of indicative content developed from their own knowledge. Analysis will be focused, and examples will be given [AO3]. The answer will be clearly structured and clearly written.</p>	Question	AO1	AO2	AO3	AO4	Total	6	7	25	8	10	50
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6	7	25	8	10	50										

Question	Answer	Marks	Guidance
	<p>Photography The development of digital photography which has enabled photographic artists to modify photographed images in ways which relate to painterly techniques as much they do to photography.</p> <p>Painting The development of eg acrylic paints enabled artists to exploit techniques of overlay and colour mixing hitherto unavailable.</p> <p>Sculpture The development of refrigeration techniques which enabled the sculptor Marc Quin to make a head sculpture using 4.5 litres of his own blood.</p> <p>Stage The development of background projection techniques as a narrative technique which saves a great deal of exposition on stage – eg Alan Bennett’s <i>The History Boys</i>.</p> <p>Screen The development of computer generated imagery which has enabled spectacular visual effects to be created at minimal expense.</p> <p>Music The development of electronic musical instruments and recording techniques which have made physical performance of music a starting point only.</p> <p>The written word After the invention by Gutenberg of moveable type, the invention of the word processor has been the greatest step forward since for writers in revising, editing and preparing manuscripts for publication.</p>		<p>Level 3 (21-30 marks) Candidates will show an adequate understanding of the contribution made by technology to their two chosen art forms. Analysis will be adequate but will lack balance, and examples may be given [AO3]. The answer will be understandable but will contain some errors of punctuation, spelling and grammar.</p> <p>Level 2 (11-20 marks) Candidates will show a modest understanding of the contribution made by technology to their two chosen art forms. They will produce a partial answer which incorporates a limited range of indicative content developed from their own knowledge. Analysis will be limited and will lack balance, and no examples will be given [AO3]. The answer will be intelligible but will be significantly flawed as to punctuation, spelling and grammar.</p> <p>Level 1 (0-10 marks) Candidates will show a restricted understanding of the contribution made by technology to their two chosen art forms. They will produce a fragmentary answer which incorporates a very limited range of indicative content developed from their own knowledge. Analysis will be very limited and will lack balance, and no examples will be given [AO3]. The answer will be intelligible but will be flawed as to punctuation, spelling and grammar to the extent that understanding may be impeded.</p> <p>Examiner guidance: this question will in the event probably concentrate on popular music, art in the form of graffiti, screen and photography, and some reference to the internet for the purposes of fact checking may be inevitable.</p> <p>An answer not illustrated with examples – references to artists and/or named works of art – can receive a maximum of mid Level 4. An answer dealing with only one art form will receive a maximum top of Level 2.</p>

APPENDIX 1

Generic mark scheme for questions worth 50 marks

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 	41 – 50
AO2	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluate them appropriately use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence 	
AO3	<ul style="list-style-type: none"> demonstrate very good awareness of the difference 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 complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of rules and 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 	31 – 40
AO2	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluate them competently use evidence to develop reasoned arguments and draw 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 wide range of 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 	21 – 30
AO2	<ul style="list-style-type: none"> undertake some interpretation and analysis of issues and problems and make superficial evaluation use evidence to develop arguments and draw conclusion 	
AO3	<ul style="list-style-type: none"> demonstrate awareness of the difference 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 	11 – 20
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 difference between types of knowledge have restricted appreciation of the strengths and limitations of the different types of knowledge 	
AO4	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary use some of the rules of grammar, punctuation and spelling. 	

Level 1

AO1	<ul style="list-style-type: none"> select, use and integrate some relevant knowledge show a limited understanding of the concepts involved 	0 – 10
AO2	<ul style="list-style-type: none"> demonstrate poor interpretation and analysis of issues problems evaluations recognise arguments and conclusion 	
AO3	<ul style="list-style-type: none"> demonstrate very limited awareness of the differences between types of knowledge have 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 punctuation, and inaccurate spelling. 	

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