

General Studies

Advanced GCE

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

Mark Scheme for January 2013

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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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
F	Indicates a loss of focus on the answer which often leads to
NAQ	not answering the question
eg	an appropriate example
Sp/G/Eng	spelling, grammar or language error – recognise and underline but do not correct
(.....)	a key or choice phrase in the answer – this may also be recognised by
Key	written in the margin beside an underlined key or choice phrase
Rubric	rubric infringement
D	Description
R	reason given for a statement
Rep	repetition, sometimes of the question by way of introduction
Ev	Evaluation

Subject-specific Marking Instructions

To arrive at a mark:

- read and annotate fully the response, using the above annotation and any question-specific annotation agreed at Standardisation
- review your annotation and then consider in which level the answer is located
- consider its position with the level and hence a possible mark
- fine-tune the mark using the Level Descriptors, referring to the Assessment Objectives also if necessary

Summative comments:

These should be based on the Level Descriptors and refer within these to the Assessment Objectives on which they are based.

Enter the final mark in a circle at the end of an answer.

In section A:

In questions 1–3 use ticks to recognise awardable points, and make sure that the number of marks awarded for AO1 and AO2 corresponds to the number of ticks seen.

AO4 marks should be awarded according to the following scheme:

2 marks	a clear response that communicates ideas succinctly with few technical errors.
1 mark	a response that shows a basic understanding but may contain some ambiguity and technical errors.
0 marks	should be awarded where a mark of 0 has been awarded for content.

In section B:

Do not use ticks.

Use the annotation shown in the table on page 1 plus any annotation specific to the questions which was agreed at Standardisation

Candidates are told to write in continuous prose: an answer presented in bullet points can achieve only a maximum Level 3.

Question	Answer	Marks	Guidance												
1	<p>Indicative content</p> <p>This question involves candidates’ understanding the data in the source, in particular the metaphor of “heart and head” and applying this to possible effects of the maturing process on political belief.</p> <p>Possible points include:</p> <ul style="list-style-type: none"> • a young person may form political viewpoints on emotional or idealistic grounds • a mature person may form political viewpoints on experience of how the world actually works • the idealism of the young socialist may not survive the maturing process • socialism is a political creed which may be tested to destruction by experience • political views espoused by young people may be based on an incomplete or immature understanding of how the world works • peer and parental influence • innate conservatism, fondness for the status quo. 	10	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1200 284 2033 357"> <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>Award [AO1 + AO2] Up to 8 marks</p> <p>7–8 a well developed/exemplified answer dealing with two ways from the indicative content,</p> <p>4–6 a developed answer dealing with up to two ways from the indicative content,</p> <p>1–3 a limited answer with little development possibly dealing with one way from the indicative content.</p> <p>Awarding AO4 marks</p> <p>2 marks: a clear response that communicates ideas succinctly with few technical errors.</p> <p>1 mark: a response that shows a basic understanding but may contain some ambiguity and technical errors.</p> <p>0 marks: should be awarded where a mark of 0 has been awarded for content.</p> <p>Award up to 8 + 2 AO4 (inside margin)</p> <p>Note: No actual reference to the nature of socialism is necessary.</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' identifying the blending of fact with opinion in a news story and commenting on the journalistic technique used.</p> <p>Indicative content Candidates may choose and explain any two of the ways in which fact is combined with opinion. Examples are</p> <ul style="list-style-type: none"> • desperate bid to salvage – suggests that Ms Booth has lost her credibility already • tattered political credibility – suggests that Ms Booth is regarded as unreliable • disintegrating Arts in Prison group – is there evidence that the group is disintegrating? • an hysterical attack on their motives – the word hysterical suggests instability on Ms Booth's part, which is a personal attack on her • a chaotic press conference – what evidence of chaos is there? • she snapped – suggesting bad temper/rudeness • lateness for the meeting – suggesting bad manners • dishevelled appearance – uses personal untidiness to suggest inattention to detail or even poor personal hygiene. <p>Candidates may identify more generic ways eg:</p> <ul style="list-style-type: none"> • imputing, inferring or implying motives [eg "desperate bid"] • the use of biased language [eg "hysterical" or "chaotic"] 	10	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1200 284 2033 355"> <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>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>Award [AO1 + AO2] Up to 8 marks)</p> <p>7–8 a well developed/exemplified answer which refers to two ways and explains them comparatively and thoroughly</p> <p>4–6 a developed answer which refers to two ways and explains them adequately, although the treatment of the two statements may be uneven</p> <p>1–3 a limited answer with little development which may, at the bottom of the band, treat only one of the ways.</p> <p>Award up to 8 + 2 AO4 (inside margin)</p> <p>Awarding AO4 marks</p> <p>2 marks: a clear response that communicates ideas succinctly with few technical errors.</p> <p>1 mark: a response that shows a basic understanding but may contain some ambiguity and technical errors.</p> <p>0 marks: should be awarded where a mark of 0 has been awarded for content.</p> <p>Recommended annotation</p> <p>F1, F2 – for facts. O1, O2 – for opinions.</p>	Question	AO1	AO2	AO3	AO4	Total	2	2	6	0	2	10
Question	AO1	AO2	AO3	AO4	Total										
2	2	6	0	2	10										

Question	Answer	Marks	Guidance												
3	<p>Indicative content</p> <p>A is subjective; B is scientific; C is socio-economic</p> <p>Argument A's importance may comprise:</p> <ul style="list-style-type: none"> • that eating is a pleasure as well as a necessity • that eating is a family and social activity to be enjoyed • that the flavours of “real food”, once lost, cannot be recovered. <p>Argument B's importance may comprise:</p> <ul style="list-style-type: none"> • that pesticides used in conventional agriculture may inflict cumulative long term damage on the environment • that synthetic fertilisers entering the food chain may also inflict long term damage on consumers • that antibiotics used in the rearing of animals for food will also enter the food chain where their long term effects may not be fully understood. <p>Argument C's importance may comprise:</p> <ul style="list-style-type: none"> • that globalisation of the food industry has an ecological cost • as well as social and environmental costs • that organic food is responsible for the production of fewer food-miles • that the production of organic food rewards local enterprise and does not exploit those who are no position to negotiate the terms on which they produce food. 		<p>Assessment Objective Balance</p> <table border="1" data-bbox="1261 280 2033 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>2</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>AO1: award 2 marks for identifying two or three arguments correctly. award 1 mark for identifying one argument correctly</p> <p>AO2: award 2 x 3 marks for two plausible suggestions for a arguments importance which is developed and/or exemplified.</p> <p>Award AO1 (2 marks) + AO2 (6 marks) + AO4 (2 marks)</p> <p>Awarding AO4 marks</p> <p>2 marks: a clear response that communicates ideas succinctly and with few technical errors. 1 mark: a response that shows a basic understanding but may contain some ambiguity and technical errors. 0 marks: should be awarded where a mark of 0 has been awarded for content.</p> <p>An answer which explains all three arguments is a rubric infringement.</p> <p>Award the best available mark.</p> <p>Examiner Guidance</p> <p>Credit answers that suggest techniques – e.g. market research – for justifying the reasons.</p>	Question	AO1	AO2	AO3	AO4	Total	2	2	6	0	2	10
Question	AO1	AO2	AO3	AO4	Total										
2	2	6	0	2	10										

Question	Answer	Marks	Guidance												
4	<p>Indicative content</p> <p>Strengths and weaknesses may be selected from:</p> <p>Unstructured interviews:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • data are valid as they reflect exactly what was said during the interview • their accuracy can be checked as interviews are generally recorded with the permission of the subject • research may develop on lines not thought of previously which surface during an interview • unstructured interviews feel more relaxed and may encourage truthful responses • they are more suitable for sensitive subjects like alcohol use which is area where some may feel defensive. <p>Weaknesses:</p> <ul style="list-style-type: none"> • the “interviewer effect” where the response may be conditioned by the age/sex/race of the interviewer • unstructured interviews are very time consuming and may produce worthless data because of digression • interviewing is a skill which requires practice and experience, both of which may not be available • they cannot be repeated to check validity • they tend to deal with small numbers of subjects from which it is hard to generalise • categorising and presenting results is difficult because this process tends to produce nuanced responses hard to classify in this particular study young people are being asked to discuss behaviour of which they may be ashamed. 	20	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1294 279 2051 351"> <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:</p> <p>UIS for a strength of unstructured interviews. UIW for a weakness of unstructured interviews. CPS for a strength of covert participant observation. CPW for a weakness of covert participant observation.</p> <p>Use the levels mark-scheme below to assess answers.</p> <p>Level 4 (13–16 marks) Candidates will show very good understanding of a strength and a weaknesses of each technique (AO1). This will be supported by very clear analysis and evaluation of each technique. (AO2). Candidates will introduce an example to illustrate a point that they make (AO3).</p> <p>Level 3 (9–12 marks) Candidates will show good understanding of a strength and a weakness of each technique (AO1). This will be supported by clear analysis and evaluation of each technique. (AO2). Candidates may introduce an example to illustrate a point that they make (AO3).</p> <p>Level 2 (5–8 marks) Candidates will show adequate understanding of a strength and a weakness of each technique (AO1). This will be supported by adequately clear analysis and evaluation of each technique (AO2). Candidates may introduce an example relevant to a point that they make (AO3).</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><i>Indicative content [continued]</i></p> <p>Covert Participant Observation:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • data obtained are authentic • data will be in depth and fully detailed • data will be qualitative which, since the project is researching a private activity, are preferable • you will be able to research into social groups who might not consent to be studied otherwise • the “observer effect” – where behaviour is modified by the known presence of an outsider – does not occur, as no-one knows you are collecting data. <p>Weaknesses:</p> <ul style="list-style-type: none"> • as researcher you will become involved in illegal activity if [eg] drinks are spiked • you may have to behave in ways you find distasteful or unethical • you will have to lie to a group of young people as to your motive for keeping their company • you will find it hard to maintain objectivity, particularly if you find the company of these young people enjoyable – or obnoxious • you will risk “going native” – ie, ceasing to be a researcher and becoming simply a member of the group. 		<p>Level 1 (1–4 Marks) Candidates will show limited understanding of a strength and a weakness of each technique (AO1). This will be supported by limited analysis and evaluation of each technique (AO2). Candidates may introduce an example of marginal relevance to a point that they make or offer no illustrations at all (AO3).</p> <p>Award AO4 mark as follows:</p> <p>4 marks: a very clear response making a case with facility, using a range of appropriate expression and with very few technical errors.</p> <p>3 marks: a clear response that makes the case clearly using good expression and few technical errors.</p> <p>2 marks: some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.</p> <p>1 mark: the response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.</p> <p>0 marks: should be awarded where a mark of 0 has been awarded for content.</p>

SECTION B

Question	Answer	Marks	Guidance												
5	<p>Indicative content</p> <p>General:</p> <ul style="list-style-type: none"> • RVW’s dictum did not hold good even when it was proposed – music was composed for non-artistic purposes in the 1930s – advertising, radio station identification etc • nor does the comparison with art and literature hold good – Milton had no artistic intent in writing his laundry list any more than Velasquez had in refurbishing his front door • RVW is here confusing craftsmanship with artistry. <p>The nature & purpose of art forms:</p> <ul style="list-style-type: none"> • although we use words both for poetry and everyday communication, the factor of purpose is crucial – if there is no artistic intent there can be no art • art is not useful except incidentally – one can hold religious services in a mobile classroom just as readily as in a cathedral, whose architecture may enhance worship but is not necessary to it • film has been used for instructional and propaganda purposes ever since it was invented, but no-one would claim that such usages produced art • “music is just music” can be applied to all other art forms in varying degrees. • and music has its utilitarian aspects just as the other arts do – military marches, for example • the notion of justifying the arts by their utility is in any case fruitless – the whole point of the arts is that their contribution to human well being cannot be measured or quantified 	50	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 347 2072 419"> <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:</p> <p>Intro for introduction. Standard annotation see page 1 Dev for development. Eg for examples. Conc for conclusion.</p> <p>Level 5 (41–50 marks) Candidates will show very good understanding of the nature and purpose of a named art form(s) (AO1). They will outline, with very good analysis and evaluation, additional ideas related to this nature and purpose (AO2). They will draw very effectively on personal experience or examples to clarify their points (AO3). The essay will be communicated clearly and fluently with few errors and a very good range of vocabulary (AO4).</p> <p>Level 4 (31–40 marks) Candidates will show good understanding of the nature and purpose of a named art form(s) (AO1). They will outline, with good analysis and evaluation, additional ideas related to this nature and purpose (AO2). They will draw effectively on personal experience or examples to clarify their points (AO3). The essay will be communicated clearly and fluently with few errors and a good range of vocabulary (AO4).</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"> • there is in any case plausible justification for the evolution of song as an <i>aide memoire</i> – ballad poetry often acquired a musical setting to make it easier to remember • in modern times music is a product like any other, much as serious musicians may deplore the idea. • and the same can be said of art, literature, the theatre and film. 		<p>Level 3 (21–30 marks) Candidates will show adequate understanding of the nature and purpose of a named art form(s) (AO1). They will outline, with adequate analysis and evaluation, additional ideas related to this nature and purpose (AO2). They will draw with adequate effectiveness on personal experience or examples to clarify their points (AO3). The essay will be communicated with adequate clarity and fluency with some errors and some inaccurate vocabulary (AO4).</p> <p>Level 2 (11–20 marks) Candidates will show limited understanding of the nature and purpose of a named art form(s) (AO1). They will outline, with limited analysis and evaluation, additional ideas related to this nature and purpose (AO2). They will draw with limited effectiveness on personal experience or examples to clarify their points (AO3). The essay will be communicated with limited clarity and fluency with numbers of errors and inaccurate vocabulary (AO4).</p> <p>Level 1 (0–10 marks) Candidates will show very limited understanding of the nature and purpose of a named art form(s) (AO1). They will outline, with very limited analysis and evaluation, additional ideas related to this nature and purpose (AO2). They will draw with very limited effectiveness on personal experience or examples to clarify their points (AO3). The essay will be communicated with very limited clarity and fluency with many errors and much inaccurate vocabulary (AO4).</p>

Question	Answer	Marks	Guidance
			<p>Examiner Guidance</p> <p>An answer that fails to deal with the key issues of “nature” and “purpose” can achieve a maximum of mid level three. Such answers may be identified by the candidates’ citing of many examples of art works with superficial observations as to their ostensible purpose eg “to solicit employment from the Markgraf of Brandenburg”.</p>

Question	Answer	Marks	Guidance												
6	<p>Indicative content</p> <p>Society should take advantage:</p> <ul style="list-style-type: none"> • children with severe disabilities live restricted and often painful lives also afflicting parents, siblings and carers which often mean that their lives are short and unhappy leaving families to cope with their early loss • both the children and their families should be spared this • this is already done in the case of amniocentesis and Down’s Syndrome • there is no ethical difference involved in extending this remit • caring for children with mental and physical disabilities is expensive and labour intensive • in an era when resources are scarce such factors have to be considered • when their parents cease to be able to care for them they are often abandoned to inadequate local authority care • a society which permits abortion [and which may soon permit euthanasia] cannot avoid the logic of the current position • our being able to forecast and prevent the birth of disabled children • is pointless unless positive use is made of the ability. <p>Society should not take advantage:</p> <ul style="list-style-type: none"> • children with severe disabilities can live fulfilling and worthwhile lives with unstinting support from parents, siblings and carers 	50	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 284 2072 355"> <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:</p> <p>Intro for introduction. A+ for points supporting the “should” case. A- for points supporting the “should not” case. Dev for development. Eg for examples. Conc for conclusion.</p> <p>Use the levels mark-scheme below to assess answers.</p> <p>Level 5 (41–50 marks) These candidates will show a very good understanding of the advantages and disadvantages of these techniques (AO1). They will analyse a very good range of advantages and disadvantages and subject these to very good evaluation. (AO2). They will draw effectively on personal experience or examples to clarify their points (AO3).The essay will be communicated clearly and fluently with few errors and a good range of vocabulary (AO4).</p> <p>Level 4 (31–40 marks) These candidates will show a good understanding of the advantages and disadvantages of these techniques (AO1). They will analyse a good range of advantages and disadvantages and subject these to good evaluation. (AO2). They will draw on personal experience or examples to clarify their points (AO3).The essay will be communicated clearly and fluently with few errors and a range of vocabulary (AO4).</p>	Question	AO1	AO2	AO3	AO4	Total	5	7	25	8	10	50
Question	AO1	AO2	AO3	AO4	Total										
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Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • the value of a life cannot be measured in this way • this is already done in the case of amniocentesis and Down's Syndrome – but parents are still offered a choice • there is no ethical difference involved in extending this remit but the “slippery slope” effect needs to be considered at all times • caring for children with mental and physical disabilities is expensive and labour intensive but also leads to research which may enable cures for their conditions • in an era when resources are scarce such factors have to be considered – should we make decisions of this kind on financial grounds? • abortion and euthanasia involve the consent of either the parent or the person involved • our being able to forecast and prevent the birth of disabled children is a choice we may feel able to offer – but it cannot be a policy to impose • this materialistic and scientific approach takes no account of any spiritual dimension to life which many people acknowledge • that we can do something is not necessarily a good reason for doing it. 		<p>Level 3 (21–30 marks) These candidates will show an adequate understanding of the advantages and disadvantages of these techniques (AO1). They will analyse an adequate range of advantages and disadvantages and subject these to adequate evaluation. (AO2). They may draw on personal experience or examples to clarify their points (AO3). The essay will be communicated with some clarity though there will be errors in language and presentation (AO4).</p> <p>Level 2 (11–20 marks) These candidates will show a limited understanding of the advantages and disadvantages of these techniques (AO1). They will analyse a limited range of advantages and disadvantages and subject these to limited evaluation (AO2). It is likely that personal experience or examples will be limited (AO3). The essay will be communicated with limited clarity though there will be frequent errors in language and presentation (AO4).</p> <p>Level 1 (0–10 marks) These candidates will show a very limited understanding of the advantages and disadvantages of these techniques (AO1). They will analyse a very limited range of advantages and disadvantages and subject these to very limited evaluation (AO2). The essay will be communicated with very limited clarity and there will be frequent errors in language and presentation (AO4).</p>

Question	Answer	Marks	Guidance																	
7	<p>Indicative content</p> <p>issues about crime:</p> <ul style="list-style-type: none"> • the offences listed in the source are seen as ‘victimless’ crimes • these offences are not violent, and they do not physically hurt anyone • insurance companies make enormous profits, so why not pad claims? – this crime echoes theirs • neither national nor local government can be trusted to look out for you, so you have to make your own luck, and if that involves bending the rules a little, then so be it • there is no such thing as a victimless crime. The cost of unpaid income tax, vat, tv licences and road fund licences is factored in to tax levels and honest taxpayers pay more. Similarly, insurance fraud is reflected in higher premiums which everyone must pay • the question of violence is an irrelevant one: crime is crime • the nature of law-breaking is somehow altered or mitigated by the law-breakers being respectable law abiding citizens in many other respects • the fact that insurance companies make enormous profits is not a crime in any sense: lying on a claim form is <p>issues about criminals:</p> <ul style="list-style-type: none"> • “I only disobey laws which I regard as exploitative of me and mine” • not paying VAT is the tradesman’s offence, not the customers’ it is not a crime to turn a blind eye • employers exploit workers: there is nothing wrong with getting a little of one’s own back – but employers do not transgress the law as a rule • if retailers are careless in giving change then that is their problem – most of them would happily accept overpayment without comment 	50	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1352 280 2074 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>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p>Recommended annotation:</p> <p>Intro for introduction. C for points dealing with crime. Cr for points dealing with criminals. Soc for points dealing with society. Dev for development. Eg for examples. Conc for conclusion.</p> <p>Level 5 (41–50 marks) Candidates will show very good understanding of two issues the passage raises about crime, criminals and society (AO1). They will outline, with very good analysis and evaluation, additional ideas related to these issues (AO2). They will draw very effectively on personal experience or examples to clarify their points (AO3). The essay will be communicated clearly and fluently with few errors and a very good range of vocabulary (AO4).</p> <p>Level 4 (31–40 marks) Candidates will show good understanding of two issues the passage raises about crime, criminals and society (AO1). They will outline, with good analysis and evaluation, additional ideas related to these issues (AO2). They will draw effectively on personal experience or examples to clarify their points (AO3). The essay will be communicated clearly and fluently with few errors and a good range of vocabulary (AO4).</p>						Question	AO1	AO2	AO3	AO4	Total	5	7	25	8	10	50
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5	7	25	8	10	50															

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • many people see themselves as bearing the brunt of the tax burden – crimes like this are simply their attempt to cut themselves some slack • they also resent some of the things their taxes are spent on and this is their way of getting their own back. <p>issues about the society they inhabit</p> <ul style="list-style-type: none"> • the tax burden may be heavy, but it is shared by everyone: evading part of your tax burden victimises other tax-payers • this is also an argument for refusing to pay national insurance, income tax and council tax or at least withholding that part of it which finances things you disapprove of or don't use. If everyone did this society would disintegrate • if you are offered a cash price lower than the book price then you know what is going on, and are abetting the offence of not paying vat. Similarly, if you accept a cash price you could be seen to be inciting the offence • taking change for £10 when you know that you gave £5 is equivalent to shoplifting goods to this value • the method of theft does not affect the nature of the crime • the fact that corrupt practices occur on a large scale does not justify their being copied by individuals. 		<p>Level 3 (21– 30 marks) Candidates will show an adequate understanding of two issues the passage raises about crime, criminals and society (AO1). They will outline, with adequate analysis and evaluation additional ideas related to these issues (AO2). They will draw with adequate effectiveness on personal experience or examples to clarify their points (AO3). The essay will be communicated with adequate clarity and fluency with some errors and some inaccurate vocabulary (AO4).</p> <p>Level 2 (11–20 marks) Candidates will show limited understanding of up to two issues the passage raises about crime, criminals and society (AO1). They will outline, with limited analysis and evaluation additional ideas related to these issues (AO2). They will draw with limited effectiveness on personal experience or examples to clarify their points (AO3). The essay will be communicated with limited clarity and fluency with numbers of errors and inaccurate vocabulary (AO4).</p> <p>Level 1 (0–10 marks) Candidates will show very limited understanding of up to two issues each about crime, criminals and society (AO1). They will outline, with very limited analysis and evaluation additional ideas related to these issues (AO2). They will draw with very limited effectiveness on personal experience or examples to clarify their points (AO3). The essay will be communicated with very limited clarity and fluency with many errors and much inaccurate vocabulary (AO4).</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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