

Mark Scheme for June 2013

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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

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

Annotation	Meaning
	NOT USED
	Unclear or confused ideas
	Application or explanation or examples
	Inaccurate ideas
	Developed ideas for 8 markers and 24 markers
	NOT USED
	Evaluation / negative arguments against the claim 24 markers
	Justification/ positive arguments in agreement with claim 24 markers
	Knowledge and Understanding
	Repetition
	Tick
	Undeveloped or implicit ideas 24 markers
	Irrelevant ideas nothing creditable, for 24 marker used for A03 to show no conclusion
	Underdeveloped ideas 24 markers

Section A – Family

Question		Answer	Marks	Guidance
1	(a) (i)	Other	1	Can accept nuclear as “type of family”
		(ii) Pakistani and Bangladeshi	1	
	(b)	Possible answers: Reconstituted family; divorced; Childless couple, extended (vertical beanpole/horizontal) family, alternatives to family i.e.fostered/adoption, boomerang, empty nest, polygamous, blended, LAT (living apart together). Patriarchal, Matriarchal, Patrifocal, Patrilocal, Matrifocal, Matrilocal. Or any other reasonable response.	2	One mark for the each example recalled (max 2 marks). Do not accept alternative names for families mentioned in the source e.g. cereal packet or single parent.
2	(a)	Nuclear family	1	
	(b)	Cohabitation	1	
	(c)	Divorce	1	
	(d)	Lone parent	1	
3		<p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> • Dark side of the family (domestic violence: child abuse etc) (Luckhurst, male victim, Donovan violence in same sex relationships) • Feminist ideas: tool of patriarchy (Dual Burden Oakley, Triple Shift Dunscombe and Marsden) • Inequality of roles (Oakley segregated roles) • Effects of divorce (Pryor) • Marxist ideas: tool of capitalism • Alternatives are better • Leach: nuclear family are claustrophobic • Poor socialisation • Families unable to adequately fulfil their functions e.g. poverty. • Any other reasonable response. <p>See generic mark scheme</p>	8	<p>Do not double credit repetition in explanations.</p> <p>Candidates can be credited for two separate ideas that come from the same bullet point e.g. domestic violence and child abuse.</p> <p>Possible Concepts: Dark side of the family, domestic violence, child abuse, dual burden, triple shift, roles, patriarchy, capitalism, socialisation, economic support/function, emotional support/function, regulation of sex, place in society, sense of belonging, physical care, reproduction, social control, elder abuse, honour killing, same-sex abuse.</p>

Question	Answer	Marks	Guidance
4	<p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Teaching norms and values (Parsons personality factory, Functionalism) • Murdock 4 functions of the family (reproductive, sexual, economic and educational) • Gender roles (Oakley, Canalisation and Manipulation) • Ethnic identity • Class identity (Willis, career socialisation, Marxist views about the socialisation of false consciousness) • Deliberate instruction • Role models • Positive/negative sanctions • Play • Examples of socialised/feral children (Kamala, Amala, Oxana, Genie, Wolf children, chicken child) • Any other reasonable response. <p>Against the claim:</p> <ul style="list-style-type: none"> • Economic function (providing money and necessities/careers advice and help) • Emotional function • Regulation of sex • Social control, (morals/behaviour) • Physical care • A place in society, Selective role. • Discussion of other agents roles in socialising ie mass media; education; religion; peer group; work • Any other reasonable response. <p>See generic mark scheme</p>	24	<p>Arguments should be credited whether used for or against dependent on their explanation.</p> <p>Possible Concepts: Norms and values, canalisation, manipulation, verbal appellations, positive and negative sanctions, economic support/function, emotional support/function, regulation of sex, place in society, sense of belonging, physical care, reproduction, social control, false consciousness, feral children, role models, gender roles/socialisation.</p>
Section A Total		40	

Section B – Education

Question		Answer	Marks	Guidance
5	(a)	National curriculum; Ofsted or new types of schools.	2	One mark for each correct response (max 2 marks).
	(b)	Eg work experience/work related learning/careers education; economic function; qualifications, socialisation, uniform teaches them how to dress, hidden curriculum (competition, hierarchy, punctuality, gender roles, boredom, alienation, inequality, meritocracy, lack of power, social control) formal curriculum skills e.g. learning to cook in FT to become a chef. Any other reasonable response	2	One mark for the correct identification and one mark for explanation.
6	(a)	Segregation	1	
	(b)	Cultural deprivation	1	
	(c)	Hidden curriculum	1	
	(d)	Material deprivation	1	
7		<p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> • Role models • Verbal Appellations • Gendered Subject choice • Clubs and sports offered • Gender segregation • Teacher expectations • Policies ie GIST • Peer group e.g. may be evidenced through Skelton and Francis • Labelling and self-fulfilling prophecy • Formal curriculum e.g. textbooks • Hidden curriculum e.g. uniform and PE kit. <p>See generic mark scheme</p>	8	Possible Concepts: Role models, Gendered Subject choice, Gender segregation, Teacher expectations, Labelling and self-fulfilling prophecy, Formal curriculum, Hidden curriculum, Manipulation/Canalisation/Verbal Appellations (can be applied from Oakley)

Question	Answer	Marks	Guidance
8	<p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Halo effect • Labelling (Rosenthal and Jacobson experiment; fake setting experiment) • Self-fulfilling prophecy • Self-denying prophecy • Teacher expectations: Keddie • Anti-school/pro school subcultures (if discussed as subject to setting and streaming) • Practical effects: working at the right level with others of the same ability. • Better teachers being assigned to top sets • Social Strata (class/gender/ethnicity) <p>Against the claim:</p> <ul style="list-style-type: none"> • Formal curriculum differences: History curriculum • Hidden curriculum differences: role models ie all teachers being white; verbal appellations • Vocational education differences: e.g. gender • Candidates may apply Oakley's concepts from family (canalisation/manipulation) to look at gender roles • Labelling if not in reference to setting and streaming • Effect of cultural deprivation (Elaborated code/Restricted code, Bernstein) • Effect of material deprivation • Parental expectations/involvement • Peer groups subcultures • Social Strata (class/gender/ethnicity) • Changes in Law (National Curriculum, League Tables) • Type of school/poor teaching • Any other reasonable arguments. <p>See generic mark scheme</p>	24	<p>Arguments should be credited whether used for or against dependent on their explanation.</p> <p>Possible Concepts: Halo effect, Labelling, Self-fulfilling prophecy, Self-denying prophecy, Teacher expectations, Anti-school/pro school subcultures, Social Strata (class/gender/ethnicity), Elaborated code/Restricted code, Formal curriculum, Hidden curriculum, verbal appellations, Vocational education, Canalisation, Manipulation, Cultural deprivation, Material Deprivation, Parental expectations/involvement, Peer groups subcultures, National Curriculum, Ofsted, League Tables.</p>
	Section B Total	40	

Section C – Mass Media

Question		Answer	Marks	Guidance
9	(a)	Watch television programmes made in other countries Used the internet to buy products from other countries	2	One mark for each of the two identifications (max 2 marks). Accept responses: 'watching TV'/'buying products'
	(b)	For example: social networking with those abroad, Skype; e mail; work related; international films; international music and file sharing. Any other reasonable response	2	One mark for correct identification. One mark for an explanation in relation to the media being global. Do not credit phone calls abroad not a type of media.
10	(a)	Bias	1	
	(b)	News values	1	
	(c)	Editor	1	
	(d)	Censorship	1	

Question	Answer	Marks	Guidance
11	<ul style="list-style-type: none"> • Pluralist: audience; Interactivity; Consumer power; Press complaints commission or any other relevant body; Uses and gratification model; Self-censorship; Public ownership license buying (BBC) • Marxist: Controlled by the owners • Controlled by the gatekeepers ie journalists, editors. • Government: censorship (may use examples of types of censorship/watershed/age certification/ D-notice/official secret act/ government filtering of internet/Leveson inquiry) • Government legislation (libel/slander/discrimination laws) • Concentration: small number of large media corporations own all the media • Globalisation: a few large transnational corporations • Diversification: large corporations owning different types of media • Trowler; different ways the media presents (window, barrier) • Factors that affect the creation of news (e.g. news values Galtung and Ruge; Moore/agenda setting/time and space restraints) • Any other reasonable response. <p>See generic mark scheme</p>	8	<p>Possible Concepts: Pluralist, Interactivity, Consumer power, Press complaints commission, Uses and gratification model, Self-censorship, Gatekeepers, Editors, Censorship Watershed, age certification/, D-notice, official secret act, filtering, libel, slander, discrimination, Concentration, Globalisation, transnational corporations, Diversification, distortion, freedom of speech, agenda setting, super injunctions, news values, Intertextuality, Convergence, media barons.</p>

Question	Answer	Marks	Guidance
12	<p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Hypodermic syringe model: Bandura • Copycat murders (e.g. Grand Theft Auto murder) • Advertising • Cultural effects model • Role models • Moral panics (can be used for or against) • Effects on voting behaviour • Any other reasonable response. <p>Against the claim:</p> <ul style="list-style-type: none"> • Uses and gratifications model • Pluralist model • Two step flow model • Moral panics (can be used for or against) • Effects of other agents of socialisation on behaviour • Trowler's ways the media affects our behaviour (showing underlying values of what is good, demonising the undesirable, showing consequences for actions, desirable norms and values) • Trowler; different ways the media presents (window, barrier) <p>Any other reasonable response.</p> <p>See generic mark scheme</p>	24	<p>Arguments should be credited whether used for or against dependent on their explanation</p> <p>Candidates will be credited for the use of contemporary examples as knowledge e.g. Callum Green whose suicide was linked to playing COD</p> <p>Possible Concepts: Hypodermic syringe model, Copycat murders, Advertising, Cultural effects model, Role models, Moral panics, demonization, folk devil, exaggeration, sensationalise, Uses and gratifications model, Pluralist model, Two step flow model, Repetition, size zero, imitation, invisibility, media saturation, convergence, window, interactive link, carrier of information, filter, mirror, barrier, interpreter, signpost, distortion. Showing underlying values of what is good, demonising the undesirable, showing consequences for actions, desirable norms and values</p>
	Section C Total	40	

Section D – Work

Question			Answer	Marks	Guidance
13	(a)	(i)	Health problems	1	
		(ii)	Boredom	1	
	(b)		Any reasonable response e.g. alienation (repetitive tasks and lack of control), lack of self-esteem, poorly paid, less time with family, effects of discrimination, stress, bullying	2	One mark for the correct example recalled.
14	(a)		Computerisation	1	
	(b)		Part-time	1	
	(c)		Culture	1	
	(d)		Flexi-time	1	
15			<p>Answers may discuss any two of the following:</p> <ul style="list-style-type: none"> • Intrinsic satisfaction (expressive) • Extrinsic satisfaction (wages/bonus/benefits/pensions/instrumental attitude) • Social status (place in society) • Social relationships • Prevent boredom/isolation • Remain healthy • Any other reasonable response <p>Students may interpret this question in varying ways.</p> <p>See generic mark scheme</p>	8	<p>Possible concepts:</p> <p>Intrinsic satisfaction, expressive attitude, instrumental attitude, extrinsic satisfaction, status, hierarchy, role model, place in society, boredom, isolation, work life balance, discrimination</p>

Question	Answer	Marks	Guidance
16	<p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Vertical segregation/glass ceiling • Horizontal segregation • Economic climate e.g. crisis of masculinity/feminisation of the workplace • Sexual discrimination • Low workplace expectations • Sexualisation of the workplace • Family responsibilities (dual burden (Oakley) triple shift (Duncombe and Marsden)) • Pay (gender differences) • Patterns of work (part time, flexi-time, zero hour contracts, temporary contracts) • Reserve army of labour • Any other reasonable response. <p>Against the claim:</p> <ul style="list-style-type: none"> • Government policy: Sex Discrimination Act 1975 • Government policy: Equal Pay Act 1970 • Ethnicity has a greater effect: Racial discrimination; Lack of language/ Empirical evidence e.g. in 2004 Higher unemployment rates for Bangladeshi/Pakistani/and black Caribbean and Africans • Religion has a greater effect: discrimination or cultural issues • Lack of skills/educational qualifications • Self-fulfilling prophecy/labelling (could be used for if discussing gender) • Studies that prove discrimination e.g. Civil servants bogus CV's: 2009 • Age: discrimination • Disability: discrimination • Class: empirical evidence of working class unemployment • Region: Higher in North/2006 England higher unemployment than the rest of UK • Credit crunch has affected all (recession); global economic change • Any other reasonable response. <p>See generic mark scheme</p>	24	<p>Possible concepts:</p> <p>Vertical segregation/glass ceiling. Horizontal segregation, crisis of masculinity, feminisation of the workplace, sexual discrimination, Sexualisation of the workplace, dual burden, triple shift, part time, flexi-time, zero hour contracts, temporary contracts</p> <p>Reserve army of labour, self-fulfilling prophecy, discrimination, labelling, social class, ethnicity, age</p>
Section D Total		40	

Section E – Crime and Deviance

Question			Answer	Marks	Guidance
17	(a)	(i)	Illegal downloading	1	
		(ii)	Shoplifting	1	
	(b)		<p>Official statistics, examples such as Howard League for Penal Reform, Prison Reform Trust, Rowntree Trust, victim surveys (e.g. British Crime Survey) non-official statistics, primary research methods Any other reasonable response</p> <p>Should candidates be vague in identifying the method, they still can receive marks for an applicable explanation/description.</p>	2	<p>One mark for a correct identification: (maximum of one mark).</p> <p>One mark for an appropriate explanation of their identified way of measuring crime.</p> <p>Do not credit examples of self-report studies</p>
18	(a)		Situational deviance	1	
	(b)		Formal control	1	
	(c)		Values	1	
	(d)		Deviance	1	

Question	Answer	Marks	Guidance
19	<ul style="list-style-type: none"> • Prison • Tagging • Community Service/Community Payback • ASBO (changed to CRIMBOs – Criminal Behaviour Orders / Crime Prevention Injunctions) • Corporal punishments • Curfews • Death Penalty (Capital Punishment) • Fines • Mental Health Order • Probation • Preventative measures i.e CCTV • Deportation • Providing youth activities • Improving educational opportunities • Opportunities to eradicate poverty • Any other reasonable response. <p>See generic mark scheme</p>	8	<p>All answers using precise legal terms of punishment will be credited as sociological evidence</p> <p>Legacy terms are acceptable (e.g. ASBO rather than CRIMBO)</p> <p>Possible concepts:</p> <p>Prison, Tagging, Community Service, Community Payback , ASBO, CRIMBOs Criminal Behaviour Orders, Crime Prevention Injunctions, Corporal punishments, Curfews, Death Penalty Capital Punishment, Fines, Mental Health Order, Probation, CCTV</p>

Question	Answer	Marks	Guidance
20	<p>Candidates may discuss and evaluate some of the following aspects of the claim:</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Inclusion, exclusion • Gain status • Subcultures • To fit in • Rite of Passage • Any other reasonable response. <p>Against the claim:</p> <ul style="list-style-type: none"> • Boredom • Lack of social control • Poor socialisation / Cultural Deprivation (New Right and Functionalist approach) (Deviant working class subculture: focal concerns Miller) • Lack of opportunity / Material Deprivation (Merton) / Poor education / Poverty and unemployment • Relative deprivation (Left realism – Lea and Young) • Status frustration Cohen • Sense of belonging Miller • Labelling (Cicourel)/self-fulfilling prophecy/police targeting • Thrill or sense of excitement (Postmodern approach - Katz or Lyng) • Reaffirmation of masculinity (Willis or Mac an Ghail / crisis of masculinity) • Religion (contemporary examples will be credited as evidence) • Role model • Social strata (class, gender, ethnicity) • Any other reasonable response. <p>See generic mark scheme</p>	24	<p>Arguments should be credited whether used for or against dependent on their explanation</p> <p>Possible concepts:</p> <p>Inclusion, exclusion, status subcultures, fit in , rite of passage, boredom, social control, socialisation, cultural deprivation lack of opportunity, material deprivation Poverty and unemployment, relative deprivation, Status frustration, sense of belonging, labelling, self-fulfilling prophecy, reaffirmation of masculinity, crisis of masculinity, role model, class, gender, ethnicity, norms and values, focal concerns, deviant, working class subculture, anti-school subculture, pro-school subculture</p>
Section E Total		40	

Section F – Youth

Question		Answer	Marks	Guidance
21	(a)	Friends (peer group); mum (family); what celebrities wear/Cheryl Cole (mass media); magazines	2	1 mark per correct identification, maximum two marks.
	(b)	Religion, work, education (school), courts/judiciary, government, army, police and penal system.	2	One mark for each correct identification: maximum two marks.
22	(a)	Transition	1	
	(b)	Gang	1	
	(c)	Youth	1	
	(d)	Social construction of youth	1	
23		<p>Answers may discuss any two of the following</p> <ul style="list-style-type: none"> Religious rites of passage: e.g. Bar Mitzvah/Confirmation (Holy communion)/Circumcision Social rites of passage: e.g. Debutantes Tribal rites of passage: e.g. Suri (Rora: whipping, starving, insults Ethiopia)/Dassanech (Female circumcision Africa: Ethiopia, Kenya, Sudan)/Satere-Maue (Brazilian bullet ants) Legal rites of passage: e.g. being able to vote, passing your driving test. Biological rites of passage: puberty Any other reasonable response <p>See generic mark scheme</p>	8	<p>Any rite of passage (with detail e.g name, country of origin, tribe) or reference to legal considerations (18 to vote in the UK) must be credited as sociological evidence. Imprecision i.e. “voting age” lacks explicit sociological evidence.</p> <p>Possible concepts:</p> <p>Bar Mitzvah, Confirmation, Holy communion, Circumcision Debutantes, Suri, Rora, Dassanech Female circumcision, Satere-Maue, puberty, transition, secular, arranged marriage, masculinity, femininity</p>

Question	Answer	Marks	Guidance
24	<p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Share tastes • Examples of shared interest • Shared norms/values e.g. in relation to class/race/gender • Examples of subcultures • Political views e.g. reaction to high unemployment <p>Any other reasonable arguments.</p> <p>Against the claim:</p> <ul style="list-style-type: none"> • Rite of passage • Ordinary youth Willis • Solution to problems: e.g. in relation to class or race or gender • Peer group pressure (to fit in) • Media influence (moral panic) • Sense of belonging • Provide a family • Boredom (thrills and excitement – Katz and Lyng) • Status Frustration • Growth of affluence • Change in law e.g. extended compulsory education- more time • Status • Any other reasonable arguments. <p>See generic mark scheme</p>	24	<p>Arguments should be credited whether used for or against dependent on their explanation.</p> <p>Any sub-culture with explicit detail will be credited as sociological evidence e.g. goths like Marilyn Manson. Imprecision i.e. “goths like certain music” lacks explicit sociological evidence.</p> <p>Possible concepts:</p> <ul style="list-style-type: none"> • Norms, values, rite of passage, ordinary youth, class, race, gender, peer group pressure, fit in, moral panic, sense of belonging, boredom, status frustration, growth of affluence, status, inclusion, exclusion, alienation
	Section F Total	40	
	Paper Total	120	

APPENDIX 1

Generic Mark scheme

8 mark question When marking examiners must not double credit for knowledge and application	
Assessment objectives: A01	
Answer/response has no relevant knowledge or understanding (can only be awarded if 0 for A02)	0
Level 1: Knowledge and understanding limited. May be in the form of a list. <i>Typically answers will be based on common sense with a lack of sociological understanding and only offer one way/idea. Answers which contain sociological evidence but have limited relevance to the question can only be awarded Level 1.</i> Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.	1
Level 2: Basic knowledge and understanding. <i>Typically answers will either be based on common sense with a lack of sociological understanding of two ideas/ways OR only one idea is used with full knowledge and understanding and including sociological terminology/evidence</i> Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.	2
Level 3: Good knowledge and understanding. <i>Answers will include two correct ideas. Typically one idea will include some sociological terminology/evidence.</i> Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.	3
Level 4: Wide ranging knowledge and understanding <i>Answers will include two correct ideas both including some sociological terminology/evidence.</i> Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.	4
Assessment objectives: A02	
Answer/ response has no relevance (can only be awarded if awarded 0 for A01)	0
Level 1: Application and explanation is limited. <i>Typically answers are only vaguely focussed on the actual question or any explanation is very narrow (lip service).</i>	1
Level 2: Application and explanation is basic. <i>Typically answers may be partly focussed on the actual question or are relevant but lack any clear/ accurate explanation or both explanations are underdeveloped. Answers could be based on examples only.</i>	2
Level 3: Application and explanation is good. <i>Answers will fully focus on the question, both ideas must have some explanation, with one developed.</i>	3
Level 4: Application and explanation is very good. <i>Answers will be wide ranging in both their application and explanation. Both ideas must be relevant with developed explanations.</i>	4

24 mark question	
Assessment objectives: AO1	
No relevant points	0
Level 1: Limited knowledge and understanding. <i>Typically answers will be based on common sense only or answers are very narrow.</i> May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.	1-2
Level 2: Basic knowledge and understanding. <i>Typically answers will be based on sociological ideas but lacking in accuracy OR lacking sociological language/evidence/examples OR rely on only a couple of ideas.</i>	3-4
Level 3: Good knowledge and understanding. <i>Typically answers will show the ability to recall some sociological knowledge. Answers will either still contain some errors in knowledge or understanding or rely on a narrow body of knowledge with more than a couple of ideas or evidence is all generic.</i> Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.	5-6
Level 4: Wide ranging knowledge and understanding. Answers will contain wide ranging and accurate sociological evidence which illustrates understanding. <i>Responses will be awarded bottom of band if there is a range of evidence but it is mostly generic and less specific to the claim.</i> Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.	7-8
Assessment objectives: AO2	
No relevant points	0
Level 1: Application and explanation is limited. <i>Typically answers are not focussed on the actual question and any examples are anecdotal or not relevant.</i> May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.	1-2

24 mark question	
<p>Level 2: Application and explanation is basic. <i>Typically answers may be partially relevant, or lack the sociological evidence to interpret/apply, or all ideas are relevant but undeveloped. OR explanation/ development may contain inaccuracies. Responses that have basic (level 2) for A01 should not be awarded higher than level 2 for A02 (application)</i> Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>	3-4
<p>Level 3: Application and explanation is good. <i>Typically will be largely focussed on the question, but may contain either some irrelevance OR most ideas are underdeveloped.</i> Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	5-6
<p>Level 4: Application and explanation is wide ranging. <i>Answers will focus fully on the task offering relevant examples that show clear understanding of the claim. A range of ideas must be developed to award 8 marks</i> Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	7-8

Assessment objectives: A03	
No relevant points	0
<p>Level 1: Limited evaluation. <i>Typically the response may misunderstand the actual debate. It may, at the top of the level show a vague understanding. Evaluation will be minimal or only implicitly relevant.</i> May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	1-2
<p>Level 2: Basic evaluation. <i>Typically the response is narrow (i.e. only one idea for and one idea against) or lacks sense and / or sociology. Answers may rely on subtitles, but evaluation is explicit and contains some relevance. Responses that have basic (level 2) for A01 should not be awarded higher than level 2 for A03 (evaluation)</i> Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p>	3-4
<p>Level 3: Good evaluation. <i>Typically there will be a debate which is either narrowly based but with more than one idea on at least one side of the debate. Or the debate may be underdeveloped and list like but relevant and accurate.</i> Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	5-6

<p>Level 4: Wide ranging evaluation. <i>Answers will address the debate with a wide ranging discussion of different views. Typically responses should have a wider range of ideas in the debate than for level 3. Responses do not have to have a balanced debate to gain full marks but to gain 8 marks must have a conclusion, and address the debate fully.</i> Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	7-8
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