

GCE

General Studies

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

Advanced Subsidiary GCE

Mark Scheme for June 2014

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Correct/Valid point
	Incorrect/Invalid point
	Development
	Example/Illustration
	Repetition
	Positive factor/idea
	Negative factor/idea
	Unclear idea/statement
	Not answering the question
	Communication 4 marks
	Communication 3 marks
	Communication 2 marks
	Communication 1 mark
	Communication 0 marks

Assessors are expected to fully annotate **all** responses using symbols from the above list. The question rubric will suggest the appropriate annotation to be selected from the menu. For example, if positive and negative ideas or factors are required it will be necessary to use + or -. When there is some doubt or lack of clarity in a response it would be appropriate to use ?. In sections A and C, some questions are awarded marks for communication separately (see section 12). For these questions, in addition to adding annotation to indicate the quality of the answer it is necessary to add a separate symbol to indicate the quality of communication. This should be inserted at the end of the answer.

In sections B and D, candidates are required to answer one essay in each section. In addition to accurately annotating the whole response it is necessary to provide a clear, summative comment at the end of the essay. This is inserted into the item level comment box. At the end of the comment, assessors must indicate the level which is being awarded. For example, **L3** would be inserted at the end of a comment if the assessor is awarding a mark between 13 and 18.

Here are the subject specific instructions for this question paper

The mark scheme provides some of the important information that candidates may include in their answers to the questions. It is not definitive or exclusive. Candidates invariably provide additional material or alternative response that may be valid and creditworthy. In this subject, assessors are required to exercise a degree of discretion when considering candidate responses and may, at times, need to use their professional judgement in deciding whether a response should be awarded any marks. General Studies is not exclusively a test of knowledge though candidates are encouraged to use their experience of a wide range of educational experience and actuality in their answers. Assessors are reminded that the extent and level of thinking that has been employed by candidates is the key to unlock the higher level of marks. On the other hand, simple, assertive statements attract little credit. Guidance on the construction of comments can be found in section 12.

Subject-specific Marking Instructions

Assessment Objectives

There are four assessment objectives:

AO1 Demonstrate Knowledge and Understanding applied to a range of issues, using skills from different disciplines:

- showing an understanding of the subject being examined by including accurate factual information
- including information from a range of sources, from different subject areas
- displaying confidence and clarity in the presentation of facts.

AO2 Analysis and Evaluation by marshalling evidence and drawing conclusions; select, interpret, evaluate and integrate information, data concepts and opinions:

- developing and supporting ideas with additional information that enhances and clarifies their meaning
- introducing examples that are selected to support the knowledge being presented
- discussing the validity of ideas through analysis and evaluation .

AO3 Understanding Knowledge by demonstrating an understanding of different types of knowledge, appreciating their strengths and limitations:

- extending the range of knowledge beyond that which is commonly accepted
- considering alternative, and perhaps, less popular, attractive or plausible viewpoints and offering a different perspective
- including personal experience that might support or refute the knowledge and ideas that are being presented.

AO4 Communication in a clear and accurate way while being concise, logical and relevant:

- writing with fluency and accuracy taking account for the technical rules of language
- producing a response that engages the reader and transmits its meaning without ambiguity
- using a range of relevant language and terminology that is appropriate to the topic.

Note that in Section A of this paper, marks for communication are allocated and awarded separately. The following table should be used in the allocation of marks. Further information is included with individual questions:

Where there are **four marks** for Communication, use the following descriptors:

4 marks	A very clear response making a case with facility, using a range of appropriate expression and without technical errors
3 marks	A clear response that makes the case clearly using good expression and the minimum of errors.
2 marks	Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.
1 mark	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.
0 marks	This is awarded for no response or when the answer is totally incorrect.

Where there are **three marks** for Communication, use the following descriptors:

3 marks	A very clear response making a case with facility, using a range of appropriate expression and without technical errors
2 marks	Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.
1 mark	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.
0 marks	This is awarded for no response or when the answer is totally incorrect.

Where there are **two marks** for Communication, use the following descriptors:

2 marks	A clear response that communicates ideas succinctly and without technical errors.
1 mark	A response that shows a basic understanding but may contain some ambiguity and technical errors.
0 marks	This is awarded for no response or when the answer is totally incorrect.

Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content.

Guidance for Examiners

It is essential that annotations clearly show why marks have been awarded – your Team Leader will assess your annotation as well as the accuracy of your marking.

Stages in marking an essay

- read and **fully annotate** the candidate's response using the recommended annotation and generic annotation in section 11.
- **review** your annotation, and then consider in which **level** the answer is located.
- consider its **position within the level** and **allocate a mark**.

Write a full summative comment to support the marking decision.

The comment must address the main requirements of the question and reveal how well the candidate has tackled these, for example an answer placed in the highest level might receive a comment such as :

Level 5 26

*The essay reveals **very good knowledge** and the inclusion of a **range of examples**. These are **developed and explored in detail** and there is clear evidence of **exploring different views and perspectives**. The essay **is written fluently and with accuracy showing displaying an elegant written style**.*

- comments must be made **in addition** to the **AO statements** but **NOT** instead of them.
- in your comments you must try to be **positive and specific**
- comments must **match the mark and level** which is being awarded
- comments must be considered **after close reference to the level descriptor** for each individual question.

A weaker answer might receive a comment such as:

Level 2 10

*The essay displays **limited knowledge** of the topic and fails to engage with the subject matter. There is **limited explanation and development of ideas and few examples are offered**. The essay is quite assertive **and needs to explore a range of ideas or alternatives**. Weaknesses in expression **hamper the overall clarity**.*

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graph TD; AO1[AO1] --> Text; AO2[AO2] --> Text; AO3[AO3] --> Text; AO4[AO4] --> Text;
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Summary

All summative comments must include:

- some reference to the extent and quality of the candidate's knowledge **(AO1)**
- an acknowledgement of how far the knowledge is understood, developed and interpreted with the use of examples **(AO2)**
- how far there has been an examination of different viewpoints and perspectives that challenge the question or knowledge **(AO3)**
- a judgement of the quality and clarity of the essay **(AO4)**.

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

Section A: The Cultural Domain

Question			Answer/Indicative content	Marks	Guidance																		
1	(a)	(i)	<p>Factors include:</p> <ul style="list-style-type: none"> • stay true to your ambitions and goals - do not give up even when times and situations become difficult • always being the person that you are and remain true to yourself • life will follow its own path – allow it to do so and cling on to your own dreams and ambitions • when others are critical or destructive self-belief will give you strength and surprise people persuading others to believe in you. <p>It is possible that candidates may illustrate their views and the lyrics using examples that are real or imagined.</p>	6	<p>Assessment Objectives 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>1ai</td> <td>2</td> <td>2</td> <td></td> <td>2</td> <td>6</td> </tr> </tbody> </table> <p>One mark for each suggestion and 1 mark for the development of each suggestion or examples.</p> <p>Communication marks are awarded as follows:</p> <table border="1"> <tbody> <tr> <td>2</td> <td>A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td>1</td> <td>A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td>AO</td> <td>This is awarded for no response or when the answer is totally incorrect.</td> </tr> </tbody> </table> <p>Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content.</p> <p>4 + 2 AO4=6</p>	Question	AO1	AO2	AO3	AO4	Total	1ai	2	2		2	6	2	A clear response that communicates ideas succinctly and without technical errors.	1	A response that shows a basic understanding but may contain some ambiguity and technical errors.	AO	This is awarded for no response or when the answer is totally incorrect.
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Question	Answer/Indicative content	Marks	Guidance												
(ii)	<p>Reasons include:</p> <ul style="list-style-type: none"> • scepticism about the source • absence of evidence • a challenge to the world view, contradiction of facts that are held as true or a challenge to personal experience • similarity to a previous unpleasant experience • the identity and reputation of a person giving the information • personal phobias or fears • lack of knowledge of and confidence in a situation or event • indoctrination. <p>The strongest reasons will be supported by a clear illustration.</p>	6	<p>Assessment Objectives Balance</p> <table border="1" data-bbox="1249 252 2040 325"> <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>1aii</td> <td>4</td> <td>2</td> <td></td> <td></td> <td>6</td> </tr> </tbody> </table> <p>One mark for each reason and up to two marks for some development of each reason.</p> <p>3+3=6</p>	Question	AO1	AO2	AO3	AO4	Total	1aii	4	2			6
Question	AO1	AO2	AO3	AO4	Total										
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(b)	<p>Religion can be explained as a set of beliefs concerning the cause, nature, and purpose of the universe, usually involving devotional and ritual observances towards a Supreme Being, and often containing a moral code.</p> <p>Reasons include:</p> <ul style="list-style-type: none"> • having a set of common rules to follow invites belief • having a sense of purpose and community • the maintenance of moral standards • makes life easier as there are fewer decisions to make • giving a sense of stability • the wish to remain unique or special when compared to other religions • a way to worship and express feelings using a common framework – sharing the experience with others • a code of conduct, worship and belief to which 	6	<p>Assessment Objectives Balance</p> <table border="1" data-bbox="1249 810 2040 884"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1b</td> <td>4</td> <td>2</td> <td></td> <td></td> <td>6</td> </tr> </tbody> </table> <p>One mark for each reason and two marks for the development of each reason</p> <p>3+3=6</p> <p>Both positive and negative reasons may be accepted.</p>	Question	AO1	AO2	AO3	AO4	Total	1b	4	2			6
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Question	Answer/Indicative content	Marks	Guidance																		
(c)	<p>adherents can pledge personal allegiance.</p> <p>Chekhov A person is shaped and lives his life by a set of beliefs, values and morals that are either inherited or learned and assimilated from a trusted and respected source (such as family, religion, educators.) These values, rules or ethics give a person respectability, strength, standing.</p> <p>Spence Sometimes views can be restricted by rules and barriers (one of the features of fundamentalism). There is a more daring and risky way of acquiring knowledge through experience by taking risks and chances. The quotation implies that a spirit of enquiry and adventure is preferable to a life of introversion. He could also be said to reject the constraints of scientific truths and beliefs.</p> <p>St Augustine He is quoting Isaiah 7:9. There is a strong feeling that the author is advocating religious belief as a way of understanding life, the world, each other. Writings of scripture offer many illustrations of how man should live his life and how he should respect and understand his fellow men. Belief is required for understanding. Belief is the key to divine revelation which gives insight and a degree of understanding which in turn strengthens belief in God who is the object and source of belief.</p> <p>To cover extent it is likely that candidates will offer some illustration; this may be tied into the author's view of belief. To access high marks candidates must consider the author's view and consider the extent to which they agree or disagree. The question offers plenty of scope for drawing on personal experience,</p>	12	<p>Assessment Objectives Balance</p> <table border="1" data-bbox="1245 284 2056 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>1c</td> <td>6</td> <td>2</td> <td></td> <td>4</td> <td>12</td> </tr> </tbody> </table> <p>Content</p> <p>7-8 Marks: a very good answer that discusses and expands upon the author's viewpoint in detail offering developed, supporting statements to clarify the case. There is a clear statement of the extent to which the candidate agrees.</p> <p>4-6 Marks: a good answer that discusses the author's viewpoint with some supporting statements though not in detail. There is some reference to the extent to which the candidate agrees.</p> <p>1-3 Marks: a limited response that does not expand ideas and may consist of simple, unsupported statements.</p> <p>Candidates must choose only one quotation. Examiners must only mark the first quotation selected by the candidate.</p> <p>The list of annotations can be found on page 5.</p> <p>Communication:</p> <table border="1" data-bbox="1258 1070 2069 1423"> <tbody> <tr> <td data-bbox="1258 1070 1429 1174">4</td> <td data-bbox="1429 1070 2069 1174">A very clear response making a case with facility, using a range of appropriate expression and without technical errors</td> </tr> <tr> <td data-bbox="1258 1174 1429 1289">3</td> <td data-bbox="1429 1174 2069 1289">A clear response that makes the case clearly using good expression and the minimum of errors.</td> </tr> <tr> <td data-bbox="1258 1289 1429 1423">2</td> <td data-bbox="1429 1289 2069 1423">Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.</td> </tr> </tbody> </table>	Question	AO1	AO2	AO3	AO4	Total	1c	6	2		4	12	4	A very clear response making a case with facility, using a range of appropriate expression and without technical errors	3	A clear response that makes the case clearly using good expression and the minimum of errors.	2	Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.
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Question			Answer/Indicative content	Marks	Guidance				
					<table border="1"> <tr> <td style="text-align: center;">1</td> <td>The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.</td> </tr> <tr> <td style="text-align: center;">AO</td> <td>This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>The mark awarded for AO4 must not exceed the mark for content.</p> <p>8+4 AO4=12</p>	1	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.	AO	This is awarded for no response or when the answer is totally incorrect.
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AO	This is awarded for no response or when the answer is totally incorrect.								

Section B: The Cultural Domain

	Answer/Indicative content	Marks	Guidance
2	<p>The question involves:</p> <ul style="list-style-type: none"> • an interpretation of the quotation • an explanation and definition of what is a clear conscience • the linking of clear conscience to bad memory • the use of discussion of cases to examine 'to what extent'. <p>Conscience is:</p> <ul style="list-style-type: none"> • an <u>aptitude</u>, <u>faculty</u>, <u>intuition</u> or judgment of the <u>mind</u> that distinguishes right from wrong. <p>In addition:</p> <ul style="list-style-type: none"> • <u>moral</u> judgment comes from values or rules – these affect conscience and decision making • conscience is often described as leading to feelings of <u>remorse</u> when a human commits actions that go against his/her <u>moral values</u> • conscience sometimes leads to feelings of satisfaction and a sense of <u>integrity</u> when a person's actions conform to established rules in society (a clear conscience) • religious views of conscience usually see it as linked to an inherent moral sense seen in all humans • conscience is sometimes called the "voice within" and the "inner light" • conscience can have a legal significance in national and international law in such matters as human rights. 	30	<p>Level 5 (25-30 marks)</p> <ul style="list-style-type: none"> • very good interpretation of the quotation and very good knowledge of the meaning of conscience and clear conscience [AO1] • very well developed ideas that are given context and clarity through the use of examples that sharpen the focus of the meaning and show very good understanding of its importance and significance [AO2] • a very good range of balanced views that are examined fairly and with discernment. The use of personal experience and examples will characterise a very good answer [AO3] • very clear and logical in communicating ideas and arguments with facility. Few technical errors [AO4]. <p>Level 4 (19-24 marks)</p> <ul style="list-style-type: none"> • good interpretation of the quotation and good knowledge of the meaning of conscience and clear conscience [AO1] • ideas are developed and given clarity through the use of examples that show good understanding of the importance and significance of conscience though not in as much detail or defined context [AO2] • a good range of balanced views that are examined fairly and with some discernment – the use of some personal experience and examples with characterise a good answer [AO3] • clear and logical communication of ideas and arguments. Some minor technical errors [AO4]. <p>Level 3 (13-18 marks)</p> <ul style="list-style-type: none"> • some knowledge and interpretation of conscience though this is not extensive and detailed [AO1]

	Answer/Indicative content	Marks	Guidance
	<p>What is a clear conscience?</p> <p>There are two basic elements in clearing one's conscience. The first element is to clear the conscience of offences that we have committed toward others. The second element is to clear the conscience of offences that others have committed against us. Simply, a person feels free of any guilt.</p> <p>Possible ways of moving towards achieving a clear conscience include:</p> <ul style="list-style-type: none"> • making a confession • serving a sentence • making an apology • settling an argument • paying a debt • severing a connection. <p>The examples will need to outline a context and then explain how a conscience is cleared. However, the best answers will see the subtlety of the second part of the quotation that implies that no-one has a clear conscience as there is always something that is left untouched or unaccounted for such as an event from childhood that may have been seen as trivial but remains in the conscience. The best answers will discuss the notion of 'bad memory' in two ways: forgetfulness and deliberate avoidance.</p>		<ul style="list-style-type: none"> • some ideas are extended and developed but without confidence and security therefore appearing to be superficial. Examples are given but not expanded [AO2] • some consideration of extent but the response appears one-sided and fails to engage with a more balanced, wider view [AO3] • some clarity and some inconsistency in the sequencing and presentation of logical argument. Some technical errors [AO4]. <p>Level 2 (7-12 marks)</p> <ul style="list-style-type: none"> • limited knowledge of conscience and its meaning [AO1] • few ideas are extended and developed and remain simply stated without expansion. Few examples and points remain brief and unexpanded [AO2] • little consideration of extent and there is a failure to engage with the question in a wider context [AO3] • limited by weak communication or brevity which prevents a clear understanding of the ideas presented. Clear technical errors [AO4]. <p>Level 1 (0-6 marks)</p> <ul style="list-style-type: none"> • very limited knowledge of conscience and its meaning [AO1]. • few ideas are introduced. Few examples and points are explained in anything but very superficial terms [AO2]. • there is no consideration of extent [AO3] • very limited communication skills. Many technical errors [AO4].

	Answer/Indicative content	Marks	Guidance
3	<p>The question involves:</p> <ul style="list-style-type: none"> • understanding the role of traditional printed newspapers • recognising that people are looking for more on-line news and entertainment. <p>Benefits of on-line media that displace the need for printed newspapers include:</p> <ul style="list-style-type: none"> • the immediacy of reports and 24 hour updates • the visual quality of the news with live pictures • visual media is wholly Technicolor and has movement that engages the watcher/reader • much news can be freely accessed • listening and watching is more relaxing for some people • advanced media enable people to be updated on the move • on-line media are perceived as being free (though in reality they are not). <p>Benefits of printed newspapers that are not possible with on-line media include:</p> <ul style="list-style-type: none"> • reporting with greater depth and analysis • a wider range of features all in one place • people enjoy holding a newspaper • people trust and follow the writings of renowned journalists and columnists giving a newspaper more provenance • a newspaper has provenance and history – people identify with ‘their’ newspaper • newspapers have international reputations • newspapers are portable, cheap to replace if badly damaged, often free, readily recyclable, do not depend on an internet connection. 	30	<p>Level 5 (25-30 marks)</p> <ul style="list-style-type: none"> • very good knowledge of the relative position of newspapers and online news/entertainment [AO1] • very good development and examples that place each format in a context and securely confirm its place and come to a clear, reasoned conclusion [AO2] • extensive and balanced discussion using a combination of personal experience and case study to evaluate the limitations of each format [AO3] • very clear and logical in communicating ideas and arguments with facility. Few technical errors [AO4]. <p>Level 4 (19-24 marks)</p> <ul style="list-style-type: none"> • good knowledge of the relative position of newspapers and online news/entertainment [AO1] • good development and examples that place each format in a context though not in as much detail but with some indication of a conclusion [AO2] • reasonably balanced using a combination of personal experience and case study to evaluate the limitations of each format [AO3] • clear and logical in communicating ideas and arguments. Some minor technical errors [AO4] <p>Level 3 (13-18 marks)</p> <ul style="list-style-type: none"> • some knowledge of the relative position of newspapers and online news/entertainment [AO1] • some support and development and examples that place each format in some context though this may be brief and without expansion [AO2] • some balanced discussion but may be strongly in favour of one media source. Reference to personal views and experience are superficial and in no way analytical [AO3]

	Answer/Indicative content	Marks	Guidance
	<p>It is important to discuss the strengths and weaknesses of each form of news and not to base arguments on one or the other. The achievement of this balance and fairness in the analysis will indicate a high level answer. In addition, the inclusion of examples to illustrate contrasting opinions will also be an advantage.</p>		<ul style="list-style-type: none"> • some clarity though there is inconsistency in the sequencing and presentation of logical arguments. Some technical errors [AO4]. <p>Level 2 (7-12 marks)</p> <ul style="list-style-type: none"> • limited knowledge of the relative position of newspapers and online news/entertainment [AO1] • limited support and development and examples that are brief and without expansion [AO2] • little evidence of balance and simply states personal preference without any examination of issues [AO3] • limited communication or brevity which prevents a clear understanding of the ideas presented. Clear technical errors [AO4]. <p>Level 1 (0-6 marks)</p> <ul style="list-style-type: none"> • very limited knowledge shown [AO1] • basic or inaccurate facts without any expansion or development [AO2] • no balance or discussion that considers extent [AO3] • very limited communication skills. Many technical errors [AO4].

	Answer/Indicative content	Marks	Guidance
4	<p>The question involves:</p> <ul style="list-style-type: none"> • some consideration of what is meant by original • understanding the link between creativity and originality • a consideration of whether it is possible to be original in the process of creating a work of art. <p>Should every artist strive to be original? It may be argued that 'originality' is a hallmark of art; that which merely reproduces what already exists may give pleasure but is not true art, rather the product of a craftsman/technician/draughtsman. True art, in some way, makes things new (however 'make new' is defined). Therefore, by definition perhaps, to be an artist is to be original. Anyone who aspires to the role of artists must 'strive to be original'.</p> <p>There may be a debate to be had about whether originality can be achieved by deliberate effort ('striving') or whether true originality is somehow spontaneous, uncalculated – 'inspiration'?</p> <p>Many artists wish to be original but do not succeed as creation is an evolutionary process. The idea that classical music ended on one day and romantic music began on the next is fanciful. Being unique and originality is perceived by an audience: an art work may contain elements of originality but also contain some pastiche (there are no new chords left to invent in music). It is possible that the elements of the artwork are assembled in a particular way so as to create something that is unique and original. For example, the atonality in Schoenberg's music was a result of the organisation of notes (to the general listeners 'all the right notes but not necessarily in the right order').</p>	30	<p>Level 5 (25-30 marks)</p> <ul style="list-style-type: none"> • very good knowledge of the aim of an artist to be original shown through an examination of the quotation [AO1] • supported with development and examples that state a case clearly and succinctly [AO2] • very good discussion of the notion of artists trying to be original but falling short of the success that others might have in achieving their aim – there is very good use of examples to support the limitations of each case [AO3] • very clear and logical in communicating ideas and arguments with facility. Few technical errors [AO4]. <p>Level 4 (19-24 marks)</p> <ul style="list-style-type: none"> • good knowledge of the aim of an artist to be original shown through an examination of the quotation [AO1] • supported with development and examples that state a case though not in as much breadth or detail [AO2] • good discussion of the notion of artists trying to be original but falling short of the success that others might have in achieving their aim – there is good use of examples to support the limitations of the arguments presented [AO3] • clear and logical in communicating ideas and arguments. Some minor technical errors [AO4]. <p>Level 3 (13-18 marks)</p> <ul style="list-style-type: none"> • some knowledge of the aim of an artist to be original shown through a simple examination of the quotation [AO1] • supported with some development and some examples that outline a case though basic and lacking detail [AO2] • some discussion of the notion of artists trying to be original– there is some reference to examples to support the limitations of the arguments presented [AO3]

	Answer/Indicative content	Marks	Guidance
	<p>This leads to the second part of the question: is it possible for an artist to be entirely original?</p> <ul style="list-style-type: none"> • many artists have role models and muses that they take inspiration from; most artists are strongly influenced by their teacher or tutor • some artists imitate the style of others because it is the fashion to do so, and they make a lot of money in the process • not just artists, but their mentors seize upon market opportunities to produce retro art that imitates past styles and genres (because it 'sells') • 'success' may be seen in this context as being public popularity or commercial gain • commercial artists are dictated to by public demand and since the public gets what the public wants a safe approach is to imitate. <p>There is the potential for the inclusion of many examples to support ideas. The best answers will not only tackle all parts of the question but will also illustrate the answer with reference to several art forms and named examples that will seal the arguments presented. It will be difficult to access the high mark levels without the inclusion of pertinent examples.</p>		<ul style="list-style-type: none"> • some clarity though there is inconsistency in the sequencing and presentation of logical argument. Some technical errors [AO4]. <p>Level 2 (7-12 marks)</p> <ul style="list-style-type: none"> • limited knowledge of the aim of an artist to be original shown through a basic examination of the quotation [AO1] • weakly supported with limited development and few examples that attempt to support a case though lacking detail [AO2] • little discussion of the notion of artists trying to be original [AO3] • limited communication or brevity which prevents a clear understanding of the ideas presented. Clear technical errors [AO4]. <p>Level 1 (0-6 marks)</p> <ul style="list-style-type: none"> • very limited knowledge of the aim of an artist to be original; the quotation is overlooked [AO1] • very limited support and substance with no development and/or examples [AO2] • very limited discussion of the notion of artists trying to be original [AO3] • very limited communication skills. Many technical errors [AO4].

Section C: The Social Domain

Question			Answer/Indicative content	Marks	Guidance												
5	(a)	(i)	May include: <ul style="list-style-type: none"> words and phrases that demonstrated that the rioters were not fit to be called humans (and that their actions shocked, disgusted and outraged people) the rioters had no respect or thought for others, the law and their community a clear link to the riots. 	3	Assessment Objectives Balance <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>5ai</td> <td>2</td> <td>1</td> <td></td> <td></td> <td>3</td> </tr> </tbody> </table> <p>Award a maximum of three marks for a full and accurate interpretation of the phrase.</p>	Question	AO1	AO2	AO3	AO4	Total	5ai	2	1			3
		Question	AO1		AO2	AO3	AO4	Total									
	5ai	2	1			3											
	(ii)	May include: <ul style="list-style-type: none"> acts of law breaking and public disturbance could not be defended acts could not appear in anyway ambiguous as the action was direct and purposeful in its criminal intent a clear link to the riots. 	3	Assessment Objectives Balance <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>5aii</td> <td>2</td> <td>1</td> <td></td> <td></td> <td>3</td> </tr> </tbody> </table> <p>Award a maximum of three marks for a full and accurate interpretation of the phrase.</p>	Question	AO1	AO2	AO3	AO4	Total	5aii	2	1			3	
Question	AO1	AO2		AO3	AO4	Total											
5aii	2	1			3												
(iii)	May include: <ul style="list-style-type: none"> strong, vigorous actions that are up to the challenge actions carried out by respected and trained officers of the law a clear link to the riots. 	3	Assessment Objectives Balance <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>5aiii</td> <td>2</td> <td>1</td> <td></td> <td></td> <td>3</td> </tr> </tbody> </table> <p>Award a maximum of three marks for a full and accurate interpretation of the phrase.</p>	Question	AO1	AO2	AO3	AO4	Total	5aiii	2	1			3		
Question	AO1		AO2	AO3	AO4	Total											
5aiii	2	1			3												
(b)	Ways include: <ul style="list-style-type: none"> curfews banning face masks eviction tougher court power curbing social media robust policing teaching parenting skills 	6	Assessment Objectives Balance <table border="1"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5b</td> <td>4</td> <td></td> <td></td> <td>2</td> <td>6</td> </tr> </tbody> </table> <p>Award one mark for the identification of each way drawn from the passage .Award one mark for the effectiveness of each.</p>	Question	AO1	AO2	AO3	AO4	Total	5b	4			2	6		
Question	AO1	AO2	AO3	AO4	Total												
5b	4			2	6												

Question	Answer/Indicative content	Marks	Guidance												
	<ul style="list-style-type: none"> • a reward system for positive community action • compulsory citizenship coverage in schools • creating purposeful employment opportunities • establishing community consultation groups • a more pro-active approach from the media. <p>How effective these ways might be may include reference to:</p> <ul style="list-style-type: none"> • reduced crime rates and convictions • less overcrowded prisons and other detention centres • better discipline in schools • more social cohesion in urban areas • decrease in cyber bullying • greater respect for police officers • reduction in divorce rates and a closer family unit • more open discussion and a greater understanding of the diversity of views and cultures in UK society. 		<p>Communication</p> <table border="1" data-bbox="1245 312 2072 588"> <tr> <td data-bbox="1245 312 1447 379">2</td> <td data-bbox="1447 312 2072 379">A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td data-bbox="1245 379 1447 485">1</td> <td data-bbox="1447 379 2072 485">A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td data-bbox="1245 485 1447 588">AO</td> <td data-bbox="1447 485 2072 588">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>The mark awarded for AO4 must not exceed the mark for content.</p> <p>4 + 2 AO4=6</p>	2	A clear response that communicates ideas succinctly and without technical errors.	1	A response that shows a basic understanding but may contain some ambiguity and technical errors.	AO	This is awarded for no response or when the answer is totally incorrect.						
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AO	This is awarded for no response or when the answer is totally incorrect.														
(c)	<p>Examples of why rules are essential include:</p> <ul style="list-style-type: none"> • promoting a safer school - a school is a busy and congested place so without some rules to control this environment there might be risks to student safety. This is particularly true in areas such as the dining room and laboratories • reducing distractions, keeping the focus on learning – students need to know what is acceptable in the classroom so that there is a suitable atmosphere for learning and progress; this may involve the discipline or removal of students • providing structure and instilling a sense of responsibility – every student follows the same set of rules and feels more secure in an environment where every person knows what is expected of 	15	<p>Assessment Objectives Balance</p> <table border="1" data-bbox="1245 951 2063 1023"> <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>5cii</td> <td>6</td> <td>5</td> <td></td> <td>4</td> <td>15</td> </tr> </tbody> </table> <p>Content</p> <p>9-11 marks: a very good answer that includes reference to the importance of rules, tension and harmony in the school community, and includes examples to support arguments in clear and concise form.</p> <p>6-8 marks: a good answer that includes reference to the importance of rules, tension and harmony in the school community, and includes some examples to support arguments though not in detail.</p>	Question	AO1	AO2	AO3	AO4	Total	5cii	6	5		4	15
Question	AO1	AO2	AO3	AO4	Total										
5cii	6	5		4	15										

Question	Answer/Indicative content	Marks	Guidance										
	<p>them; advantages will be the acquiring of regard and respect</p> <ul style="list-style-type: none"> • helping to ensure that everyone is treated fairly – rules act as a yardstick, a common ground, that students can measure up to; obey the school rules and get fair treatment; react against the rules and expect a rough ride! <p>The best answers will include reference to:</p> <ul style="list-style-type: none"> • the reduction of tension • the promotion of harmony • the school community by the use of examples. 		<p>3-5 marks: an adequate response that makes superficial reference to rules, tension and harmony and does not support ideas clearly, consisting of simple, unsupported statements.</p> <p>1-2 marks: an answer of limited content that does not effectively tackle the key components of the question but makes brief reference to rules.</p> <p>Communication</p> <table border="1" data-bbox="1279 584 2069 1118"> <tr> <td data-bbox="1279 584 1429 687">4</td> <td data-bbox="1429 584 2069 687">A very clear response making a case with facility, using a range of appropriate expression and without technical errors</td> </tr> <tr> <td data-bbox="1279 687 1429 799">3</td> <td data-bbox="1429 687 2069 799">A clear response that makes the case clearly using good expression and the minimum of errors.</td> </tr> <tr> <td data-bbox="1279 799 1429 935">2</td> <td data-bbox="1429 799 2069 935">Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.</td> </tr> <tr> <td data-bbox="1279 935 1429 1038">1</td> <td data-bbox="1429 935 2069 1038">The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.</td> </tr> <tr> <td data-bbox="1279 1038 1429 1118">AO</td> <td data-bbox="1429 1038 2069 1118">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>The mark awarded for AO4 must not exceed the mark for content.</p> <p>11+4 AO4=15</p>	4	A very clear response making a case with facility, using a range of appropriate expression and without technical errors	3	A clear response that makes the case clearly using good expression and the minimum of errors.	2	Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.	1	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.	AO	This is awarded for no response or when the answer is totally incorrect.
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AO	This is awarded for no response or when the answer is totally incorrect.												

Section D: The Social Domain

	Answer/Indicative content	Marks	Guidance
6	<p>The question involves:</p> <ul style="list-style-type: none"> difficulties that the member states of the EU have faced a discussion of whether there is a case for the UK to leave the EU. <p>Problems include:</p> <ul style="list-style-type: none"> the value of the Euro on foreign markets (affecting trade) the debts of individual countries being funded by member states differing immigration policies integrating countries with fundamentally different styles of government under one constitution providing effective but fairly distributed military protection and support. <p>The UK should leave the EU because:</p> <ul style="list-style-type: none"> Westminster would be in sole control of the country again the EU is a drain on British Economy the EU is undemocratic and introduces laws that have not been agreed by our own democratically elected parliament there is a need to tackle global crime more potently; by having an open border policy the EU allows the free transit of criminals from its member states being a member of the EU threatens national identity people consider themselves to be British and not European, and they want to remain so British taxpayers are forced to bail out other European countries Since joining the EU 200,000 immigrants have been admitted to the UK, with roughly a third coming over for work related reasons; immigrants see the UK as a land of 	30	<p>Level 5 (25-30 marks)</p> <ul style="list-style-type: none"> very good understanding of the range of problems faced by the EU in recent years [AO1] very good development of ideas and supporting examples that shows a very good appreciation of the EU's position [AO2] very clear consideration of the UK's position through examining the arguments as to whether Britain should leave the EU from both sides through discussing the limitations of each one with a range of examples [AO3] very clear and logical in communicating ideas and arguments with facility. Few technical errors [AO4]. <p>Level 4 (19-24 marks)</p> <ul style="list-style-type: none"> good understanding of the range of problems faced by the EU in recent years [AO1] good development of ideas and supporting examples that shows a good appreciation of the EU's position though not in as much detail [AO2] good consideration of the UK's position through examining the arguments as to whether Britain should leave the EU from both sides through discussing the limitations of each one with examples [AO3] clear and logical in communicating ideas and arguments. Some minor technical errors [AO4] <p>Level 3 (13-18 marks)</p> <ul style="list-style-type: none"> some understanding of the range of problems faced by the EU in recent years [AO1] some ideas and supporting examples that shows some appreciation of the EU's position [AO2] some attempt to consider the UK's position through examining the arguments as to whether Britain should

	Answer/Indicative content	Marks	Guidance
	<p>opportunity since many are rejected by near EU neighbours France, Belgium and the Netherlands</p> <ul style="list-style-type: none"> • the EU imposes an additional layer of expensive bureaucracy • problems of recent years reveal thinly veiled nationalism and no genuine unity • there will be no chance of subsequent governments being seduced into joining the single currency. <p>The UK should remain in the EU because:</p> <ul style="list-style-type: none"> • being in the EU gives us more influence on the world stage • we now have a more varied range of cheaper goods and services to choose from while shopping • 50% of our trade is with Europe and 8 out of ten of our top trading partners are European. • pollution knows no boundaries; cooperation between countries has improved our environment • 3 million British jobs are linked with trade in the EU • declining industrial regions in the UK are the biggest receivers of grants from the EU • the development of the EU has meant that large-scale conflict such the Second War has never recurred • it is possible to move freely across Europe, receive education, work and retire in other countries and expect the same treatment. <p>It will be necessary to examine both sides of the case in order to access the higher mark bands.</p>		<p>leave the EU though this may be imbalanced and not give a clear indication of the limitations posed by each strategy [AO3]</p> <ul style="list-style-type: none"> • some clarity though there is inconsistency in the sequencing and presentation of logical argument. Some technical errors [AO4]. <p>Level 2 (7-12 marks)</p> <ul style="list-style-type: none"> • limited understanding of the range of problems faced by the EU in recent years [AO1] • some support by superficial ideas and examples [AO2] • limited attempt to consider the UK's position with a one-sided view; answers that only consider one side will be restricted to this level [AO3] • limited communication or brevity which prevents a clear understanding of the ideas presented. Clear technical errors [AO4]. <p>Level 1 (0-6 marks)</p> <ul style="list-style-type: none"> • very limited understanding of any problems that have been faced by the EU in recent years [AO1] • very limited support or substance that will be very superficial with very basic examples [AO2] • very limited attempt to consider the UK's position with any discussion [AO3] • very limited communication skills. Many technical errors [AO4].

	Answer/Indicative content	Marks	Guidance
7	<p>The question involves:</p> <ul style="list-style-type: none"> an appreciation of the demands of some Scots - moving to independence for Scotland, separated from political control by London a discussion of advantages and disadvantages of the separation. <p>What would independence mean (advantages)?</p> <ul style="list-style-type: none"> the Scottish people will be making decisions for Scotland themselves. control over defense and foreign policy means Scotland can choose for example to no longer have nuclear weapons in its seas and no longer be part of NATO. access to oil funds means greater funds directly available to Scotland Scotland can further develop and preserve its cultural identity. <p>What are the problems (disadvantages)?</p> <ul style="list-style-type: none"> the cultural ties between Scotland and the rest of the UK contemporary <u>popular culture</u> is also shared, primarily through the <u>English language</u> almost half of the Scottish population have relatives in England, and almost a million Scots live and work in England with 400,000 <u>Anglo-Scots</u> now living in Scotland there are significant economic links with England and the rest of the UK a difficult relationship with the monarchy which has much property and land interests in Scotland Scotland is economically stronger as a part of the <u>UK as its economy</u> is better able to prosper with the international influence and stability derived from being part of the UK levels of <u>public spending</u> (higher in relation to the rest of the UK) would be difficult to sustain after independence, without raising taxes. 	30	<p>Level 5 (25-30 marks)</p> <ul style="list-style-type: none"> very good knowledge that places the independence of Scotland in some context and shows very good understanding of the significance of this move [AO1] very good development of ideas and examples that place points in a secure context [AO2] very good discussion of several advantages and disadvantages exploring the limitations of the suggestion and drawing some conclusion [AO3] very clear and logical in communicating ideas and arguments with facility. Few technical errors [AO4]. <p>Level 4 (19-24 marks)</p> <ul style="list-style-type: none"> good knowledge that places the independence of Scotland in context and shows good understanding of the significance of this move though not in as much detail [AO1] good development of ideas and examples that place points in context [AO2] good discussion of some advantages and disadvantages the limitations of the suggestion are examined and a conclusion drawn [AO3] clear and logical in communicating ideas and arguments. Some minor technical errors [AO4]. <p>Level 3 (13-18 marks)</p> <ul style="list-style-type: none"> some knowledge that places the independence of Scotland in context and shows some understanding of the significance of this move though lacking detail [AO1] some development of ideas and some examples though their context may be unclear [AO2] some discussion of advantages and disadvantages with some reference to their limitations and a simple a conclusion is drawn [AO3]

	Answer/Indicative content	Marks	Guidance
	<p>These points may be substituted by or supplemented with other ideas introduced by the candidate that should be rewarded on their individual merits. It will be necessary to examine both advantages and disadvantages to access the high mark bands.</p>		<ul style="list-style-type: none"> • some clarity though there is inconsistency in the sequencing and presentation of logical argument. Some technical errors [AO4]. <p>Level 2 (7-12 marks)</p> <ul style="list-style-type: none"> • limited knowledge that places the independence of Scotland in any context and limited understanding of the significance of this move [AO1] • limited examples that are not placed in any context and are unclear [AO2] • limited discussion of advantages and disadvantages that are one-sided leading to an unconvincing conclusion; answers that only consider one side will be restricted to this level [AO3] • limited communication or brevity which prevents a clear understanding of the ideas presented. Clear technical errors [AO4]. <p>Level 1 (0-6 marks)</p> <ul style="list-style-type: none"> • very limited knowledge about the suggested independence of Scotland [AO1] • very limited support and any examples are not clearly explained [AO2] • very limited discussion of advantages and disadvantages that only consider one side; there is no real conclusion [AO3] • very limited communication skills. Many technical errors [AO4].

	Answer/Indicative content	Marks	Guidance
8	<p>The question involves:</p> <ul style="list-style-type: none"> a discussion of the positive (and negative) effects of a change to compulsory education and training up to the age of 18 on society as a whole. <p>Advantages may include:</p> <ul style="list-style-type: none"> more education and education provides the opportunity to acquire more skills and therefore more options the level of education among the population can have a positive effect on the economy as a whole as they can be more efficient workers up to date training increasing the economic potential of the future workforce ensuring that everyone has access to education and training for the same amount of time at school promotes equality. <p>Drawbacks include:</p> <ul style="list-style-type: none"> students who are unable to cope with the challenge of advanced study and training may be awarded what would be seen as worthless qualifications schools and colleges would be stretched to provide sufficient space to cope with increased numbers there would be a shortage of trained staff to teach a very wide ability range there may be a skill shortage in teaching new qualifications, both academic and vocational an increase in disaffected and uncooperative students who have no interest in any form of education a shortage of unskilled labour a serious increase in truancy. <p>The question of extent must be fully addressed in order to access the higher mark bands. This would involve presenting a clearly balanced argument.</p>	30	<p>Level 5 (25-30 marks)</p> <ul style="list-style-type: none"> very good knowledge of the proposal and its significance [AO1] very good development and extension of ideas with examples that relate to the benefits to society [AO2] very good examination of the benefits and drawbacks of the proposal by considering its limitations; this may involve reference to personal experience or a case study [AO3] very clear and logical in communicating ideas and arguments with facility. Few technical errors [AO4]. <p>Level 4 (19-24 marks)</p> <ul style="list-style-type: none"> good knowledge of the proposal and its significance [AO1] good development and extension of ideas with examples that relate to the benefits to society though not in as much detail [AO2] good examination of the benefits and drawbacks of the proposal by considering its limitations; this may involve reference to personal experience or a case study [AO3] clear and logical in communicating ideas and arguments. Some minor technical errors [AO4] <p>Level 3 (13-18 marks)</p> <ul style="list-style-type: none"> some knowledge of the proposal and its significance though appearing to be more of an overview [AO1] some development of ideas with some examples that relate to the benefits to society though their expansion will be simple [AO2] some examination of the benefits and drawbacks of the proposal but lacking consideration of the limits to its success; personal experience or any case study may be named but not expanded and used to secure a conclusion [AO3]

Answer/Indicative content		Marks	Guidance
			<ul style="list-style-type: none"> • some clarity though there is inconsistency in the sequencing and presentation of logical argument. Some technical errors [AO4]. <p>Level 2 (7-12 marks)</p> <ul style="list-style-type: none"> • limited knowledge of the proposal and its significance [AO1] • limited development of ideas with few examples that are named but not expanded [AO2] • limited consideration of the extent to which the proposal may be beneficial or detrimental to society; through a lack of discussion there will be no real tangible conclusion [AO3] • limited communication or brevity which prevents a clear understanding of the ideas presented. Clear technical errors [AO4]. <p>Level 1 (0-6 marks)</p> <ul style="list-style-type: none"> • very limited knowledge of the proposal [AO1] • very limited development of ideas with very few, if any, examples [AO2] • very limited consideration, if any, of the extent to which the proposal may be beneficial or detrimental to society; there will be no real tangible conclusion [AO3] • very limited communication skills. Many technical errors [AO4].

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