

GCE

General Studies

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

Advanced GCE

Mark Scheme for June 2014

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
	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.
	Positive
	Negative
	0 marks for A04
	1 mark for A04
	2 marks for A04
	3 marks for A04
	4 marks for A04
	Incorrect
	Development
	Example / reference
	Evaluation
	Loss of/uneven Focus
	Not answering the question
	Point worthy of credit

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 tables should be used in the allocation of marks. Further information is included with individual questions.

Communication

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 for 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 for when the answer is totally incorrect.

SECTION A

Question	Answer	Marks	Guidance												
1	<p>This question involves making deductions from a data set and supporting these deductions with analysis.</p> <p>Indicative content</p> <p>[a] the location is probably:</p> <ul style="list-style-type: none"> urban – analytical points supporting this deduction include references to factories, and the suggestion of travelling some distance outward to look back industrial – analytical points supporting this deduction include references to factories, a fortnight’s “shut down” for holidays northern/midland – analytical points supporting this deduction include references to moors – possibly South Yorkshire/East Lancashire/Staffordshire/South Wales <p>[b] Life in the period referred to:</p> <ul style="list-style-type: none"> local economies were dominated by heavy industry the level of air pollution suggests a time period before “clean air” legislation the level of air pollution would suggest that urban environments were unhealthy if not dangerous. references to factory shutdowns should be credited <p>Guidance for examiners:</p> <ul style="list-style-type: none"> candidates citing London or other inappropriate city should not be penalised – this is not a geography exam 	10	<p>Assessment Objective Balance:</p> <table border="1" data-bbox="1243 279 2072 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>1</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>Award marks up to 8 for AO1/AO2 + 2 for AO4</p> <p>Annotation:</p> <p> for a point worthy of credit</p> <p>DEV for development of such points.</p> <p>Content [AO1 + AO2]: Award marks according to this levels mark scheme.</p> <p>7- 8 marks Fully convincing deductions about the location and life in the period referred supported by a very good analytical reading of the source</p> <p>5-6 marks Convincing deductions about the location and life in the period referred supported by a good analytical reading of the source</p> <p>3-4 marks Adequately convincing or only partially correct deductions about the location and life in the period referred supported by adequate or only partially correct analytical reading of the source</p> <p>1-2 marks: A limited answer which makes incorrect or vague deductions about the location and life in the period but may make a substantive point – eg identifying the era as the 1950s/1960s.</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						
	<ul style="list-style-type: none"> do not award marks for deductions not evidenced in the passage – candidates are to be rewarded for deduction and analysis, not for speculation 		<p>Communication marks are awarded as follows (AO4):</p> <table border="1" data-bbox="1245 328 2072 638"> <tr> <td data-bbox="1245 328 1447 395">2 marks</td> <td data-bbox="1447 328 2072 395">A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td data-bbox="1245 395 1447 533">1 mark</td> <td data-bbox="1447 395 2072 533">A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td data-bbox="1245 533 1447 638">0 marks</td> <td data-bbox="1447 533 2072 638">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content.</p>	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.
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Question	Answer	Marks	Guidance												
2	<p>This question involves assessing the relative strengths and weaknesses of arguments supporting a proposition, and justifying the rank order given.</p> <p>Indicative content</p> <p>Points assessing the strengths and weaknesses of these arguments to justify the rank order may include:</p> <p>Statement 1:</p> <ul style="list-style-type: none"> • 80% of teachers feel that classroom behaviour has not deteriorated [weakness] since corporal punishment was abolished, • the 20% who feel that it has done so are using an empirical argument – ie one based on observation [strength] • there is thus some degree of objectivity [strength]. <p>Statement 2:</p> <ul style="list-style-type: none"> • the increase in crime could have many other causes than the abolition of corporal punishment [weakness] • there may be some causal connection other than coincidence [strength] • a connection is however possible [strength] • but there is no actual empirical evidence for such a connection [weakness]. 	0	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1243 311 2069 383"> <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 marks up to 8 for AO1/AO2 + 2 for AO4.</p> <p>Annotation:</p> <p> for a strength in an argument</p> <p> for a weakness in an argument</p> <p> for development points of strength and weakness</p> <p>Content [AO1 + AO2]: Award marks according to this levels mark scheme:</p> <p>7-8 marks for an answer justifying the rank order by assessing accurately and fully the strengths and weaknesses of all three arguments.</p> <p>5-6 marks for an answer assessing with some accuracy the strengths and weaknesses of all three arguments.</p> <p>3-4 marks for an answer assessing with adequate accuracy any two of the arguments, or referring to all three of them superficially or with limited accuracy.</p> <p>1-2 marks for an answer assessing with some accuracy any one of the arguments, or referring to one or two of them superficially or with limited accuracy.</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						
	<p>Statement 3:</p> <ul style="list-style-type: none"> • this is an entirely subjective opinion [weakness] • we have only the speaker’s word for it that corporal punishment “did him good” – whatever “doing him good” may be intended to mean [weakness] • we cannot however write off personal opinion as completely worthless – especially from an experienced teacher [strength]. 		<p>Communication marks are awarded as follows (AO4):</p> <table border="1" data-bbox="1245 328 2072 636"> <tr> <td data-bbox="1245 328 1447 395">2 marks</td> <td data-bbox="1447 328 2072 395">A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td data-bbox="1245 395 1447 533">1 mark</td> <td data-bbox="1447 395 2072 533">A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td data-bbox="1245 533 1447 636">0 marks</td> <td data-bbox="1447 533 2072 636">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content.</p>	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.
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Question	Answer	Marks	Guidance												
3	<p>This question involves describing and assessing the engineering problems involved in turning a large scale artistic idea into a practical and durable reality</p> <p>Indicative content</p> <p>The three relevant features are the statue's:</p> <ul style="list-style-type: none"> • weight and height • the narrowness of the statue at its feet • the wings and their attachment. <ul style="list-style-type: none"> • the essential point of the question is that the statue is exposed to high winds of up to hurricane force • a human being exposed to high winds can accommodate to these by leaning into them in order to maintain balance: a fixed structure like <i>The Angel of the North</i> cannot do this • the statue weighs 200 tons, and much of this weight is concentrated in the wings – the statue is thus “top-heavy” – anchoring a structure of this weight and configuration securely presents problems • because the statue conforms to a stylised human body shape, the ankles and feet are narrow. Thus, as in the actual human body, the ankle joint is very vulnerable and needs strong support • the wings are the largest surface area of the statue, and are attached approximately at four fifths of the statue's height: these joints need to be very secure, but also they must accommodate some degree of twist in high winds • the trunk of the sculpture must also be able to accommodate some degree of twist as a result. 	10	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1245 312 2063 384"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>Award marks up to 8 for AO1/AO2 + 2 for AO4</p> <p>Annotation:</p> <p>Content [AO1 + AO2]: Award marks according to this levels mark scheme</p> <p>7-8 marks for an answer which identifies the three relevant features and describes clearly and fully why these are problematic.</p> <p>5-6 marks for an answer which identifies at least two relevant features and describes clearly why these are problematic.</p> <p>3-4 marks for an answer which identifies at least one relevant feature and describes with some clarity why it is problematic.</p> <p>1-2 marks for an answer which simply identifies up to three features but does not go on to describe why these could be problematic.</p> <p>Guidance for examiners: be strict in marking this question and in applying the lowest 1-2 descriptor – a candidate who says merely that the statue is tall, heavy and vulnerable to wind can receive only the lowest mark.</p>	Question	AO1	AO2	AO3	AO4	Total	3	2	6	0	2	10
Question	AO1	AO2	AO3	AO4	Total										
3	2	6	0	2	10										

Question	Answer	Marks	Guidance						
	<ul style="list-style-type: none"> • references to installation problems may be credited if they are appropriately supported • as may references to the corrodability/non corrodability in the open air of the materials used to make the statue 		<p>Communication marks are awarded as follows (AO4):</p> <table border="1" data-bbox="1245 296 2072 603"> <tr> <td data-bbox="1245 296 1447 363">2 marks</td> <td data-bbox="1447 296 2072 363">A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td data-bbox="1245 363 1447 499">1 mark</td> <td data-bbox="1447 363 2072 499">A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td data-bbox="1245 499 1447 603">0 marks</td> <td data-bbox="1447 499 2072 603">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content.</p>	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.
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Question	Answer	Marks	Guidance												
4	<p>This question involves writing a short essay evaluating the validity of the author’s argument against religious belief.</p> <p>Indicative content</p> <ul style="list-style-type: none"> the author is entitled to his view that religion is harmless nonsense he misses the point that the essence of belief is a lack of proof, as if there is proof, there is no need for belief his assumption that religious believers are inadequate individuals who need a crutch to help them cope with life is patronising in the extreme the author is correct to opine that religion can be dangerous nonsense this argument is based on the assumption that it is always dangerous nonsense all the evil effects on individuals and societies he lists can happen: for example, unshakeable confidence in their righteousness, false courage to perpetrate suicide attacks, in the process killing other people and enmity between people of differing religious faiths the assumption that such effects are always and inevitably negative and implying that these are the only outcomes of religious belief, is not an argument but an [essentially unsubstantiated] opinion derived from one, albeit atrocious, example although incisively expressed, this argument fails to meet rationalists’ criterion of always using evidence-based reasoning 	20	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1245 316 2063 384"> <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>Award up to 16 marks for content [AO1/AO2/AO3]: use the levels mark scheme.</p> <p>Award up to 4 marks for AO4: use the AO4 table for this.</p> <p>Recommended annotation: Use the full range of annotations in the table at paragraph 11 on page 4 above.</p> <p>Marks will be allocated using this levels-based mark scheme. These level descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are ‘border-line’ should be awarded the lowest mark in the level.</p> <p>Level 4 (13 – 16 marks)</p> <p>Expect to see:</p> <ul style="list-style-type: none"> a very good understanding of the opinions and attitudes of the author a very good evaluation of the validity of his arguments <p>Level 3 (9 – 12 marks)</p> <p>Expect to see;</p> <ul style="list-style-type: none"> a good understanding of the opinions and attitudes of the author a good evaluation of the validity of his arguments 	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>Examiner guidance: Answers should focus on evaluating the validity of the author's argument. Candidates may use their own religious views to provide context for their answers, and should this happen they should not be penalised.</p> <p>On the other hand, candidates who argue either for or against religion or religious belief as opposed to analysing and evaluating the author's argument will probably give an answer worth a Level 3 mark at best.</p>		<p>Level 2 (5 – 8 marks)</p> <p>Expect to see:</p> <ul style="list-style-type: none"> • an adequate understanding of the opinions and attitudes of the author • an adequate evaluation of the validity of his arguments <p>Level 1 (0 – 4 marks)</p> <p>Expect to see:</p> <ul style="list-style-type: none"> • a limited understanding of the opinions and attitudes of the author • a limited evaluation of the validity of his arguments <p>Award up to 4 AO4 marks according to the following mark scheme:</p> <p>4 marks: A very clear response making a case with facility, using a range of appropriate expression and without technical errors</p> <p>3 marks: A clear response that makes the case clearly using good expression and the minimum of 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: This is awarded for no response for when the answer is totally incorrect.</p>

SECTION B

Question	Answer	Marks	Guidance												
5	<p>This question involves using the source given as a starting point for an exploration of the moral activities of the media.</p> <p>Indicative content</p> <p>Moral issues include:</p> <ul style="list-style-type: none"> • the outcome of the <i>Telegraph's</i> investigation was a public good, but can this justify its payment of large sums of money to an informant who had both stolen from and broken faith with his employers, becoming an accessory after the fact? • if this individual was so agonised by the suffering of British troops in Afghanistan, may we assume that he donated his £100,000 to [eg] the <i>Help the Heroes</i> campaign? • can the principle of double effect – in this case doing a bad thing with a good outcome – mitigate this? • if the end is positive should we worry about the means? • does the fact that the MPs' actions were themselves ethically/morally questionable mean that they must accept what some would see as a breach of their privacy? • why do we applaud the <i>Telegraph</i> in this instance but deplore <i>The Sun</i> for hacking into the voice-mail account of eg the late Millie Dowler? • how comfortable should we be that in this, as in many other cases, the press seems to have appointed itself as prosecuting counsel, jury and judge? • do individuals forfeit their right to a private life once they assume public office? • or are suspected of transgressing the law? 	50	<p>Assessment Objective Balance:</p> <table border="1" data-bbox="1279 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: Use the full range of annotations in the table in Section 11 on page 4.</p> <p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of a level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'border line' should be awarded the lowest mark in the level.</p> <p>Level 5 (41-50 marks) Expect to see:</p> <ul style="list-style-type: none"> • a very good knowledge and understanding of moral issues concerning the media, their methods and roles [AO1] • a very good analysis and evaluation of these issues, methods and roles [AO2] • effective and extensive consideration of range of viewpoints including the appropriate use of personal experience [AO3] • clear and fluent communication with a wide range of vocabulary [AO4]. <p>Level 4 (31-40 marks) Expect to see:</p> <ul style="list-style-type: none"> • a good knowledge and understanding of moral issues concerning the media, their methods and roles [AO1] • a good analysis and evaluation of these issues, methods and roles [AO2] • effective consideration of range of viewpoints including the appropriate use of personal experience [AO3] 	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"> • is it possible to construct an ethical framework for media activity that would be generally applicable, or must we judge each case on its merits? • politicians relish positive media coverage – it is only fair that they should not control its penetration or extent • politicians habitually accuse the media of bias, but usually only when such bias is perceived to be against them. <p>Examiner guidance: the question asks that candidates illustrate their answer with examples: examples need to be developed and integrated into the answer rather than merely cited to access Level three or above.</p>		<ul style="list-style-type: none"> • communication in a clear and coherent manner [AO4]. <p>Level 3 (21- 30 marks) Expect to see:</p> <ul style="list-style-type: none"> • an adequate knowledge and understanding of moral issues concerning the media, their methods and roles [AO1] • an adequate analysis and evaluation of these issues, methods and roles [AO2] • adequate consideration of range of viewpoints including the appropriate use of personal experience [AO3] • generally clear communication although there may be some errors in quality of language and presentation [AO4]. <p>Level 2 (11-20 marks) Expect to see:</p> <ul style="list-style-type: none"> • limited knowledge and understanding of moral issues concerning the media, their methods and roles [AO1] • limited analysis and evaluation of these issues, methods and roles [AO2]. • limited consideration of differing viewpoints which may include the appropriate use of personal experience [AO3] • limited clarity and/or coherence in the presentation of ideas [AO4]. <p>Level 1 (0-10 marks) Expect to see:</p> <ul style="list-style-type: none"> • restricted knowledge and understanding of moral issues concerning the media, their methods and roles [AO1] • restricted analysis and evaluation of these issues, methods and roles [AO2] • restricted consideration of differing viewpoints [AO3] • a lack of clarity in presentation of ideas [AO4].

Question	Answer	Marks	Guidance												
			<p>Candidates who do not illustrate their answers with examples of the relationship between politicians, the media and law can attain no higher than a level 3</p>												
6	<p>This question involves evaluating the extent to which scientific progress has had positive and negative effects on society</p> <p>Indicative content</p> <p>Positive effects of scientific progress and its applications:</p> <ul style="list-style-type: none"> • technology has contributed to all phases of human life,- the computer and world-wide web are now central elements to life in developed countries • medicine has lengthened life, enhanced its quality and solved many of its health problems, both physical and mental • agriculture has enabled food to be produced relatively cheaply and this has contributed to healthy living also • communication is now world-wide, cheap, instant and efficient • transport is available to everyone, not merely the privileged • leisure pursuits are enhanced by a wide variety of electronic and social media • consumer-based industries are efficient, cheap and more customer focused • the detection of crime and its deterrence are based almost entirely on technological means • standards of living have risen steadily since 1900 almost entirely due to the application of scientific ideas to everyday life • the economies of scale involved in mass production of all kinds of consumer goods have meant that the cost 	50	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 379 2072 453"> <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: Use the full range of annotations in the table in Section 11 on page 4. .</p> <p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of a level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are ‘border line’ should be awarded the lowest mark in the level.</p> <p>Level 5 (41-50 marks) Expect to see:</p> <ul style="list-style-type: none"> • a very good knowledge and understanding of the positive and negative effects of scientific progress [AO1] • a very good analysis and evaluation of these positive and negative effects [AO2] • effective and extensive consideration of range of viewpoints including the appropriate use of personal experience [AO3] • clear and fluent communication with a wide range of vocabulary [AO4]. <p>Level 4 (31-40 marks) Expect to see:</p> <ul style="list-style-type: none"> • a good knowledge and understanding of the positive and negative effects of scientific progress [AO1] • a good analysis and evaluation of these positive and negative effects [AO2] 	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
	<p>of living continues to diminish in real terms</p> <ul style="list-style-type: none"> • energy in all its forms is universally available in developed countries. <p>Negative effects of scientific progress and its applications:</p> <ul style="list-style-type: none"> • dependence on computer technology means that society is vulnerable as never before to energy shortages – a concern as “peak oil” approaches • scientific medicine has enhanced public expectations of its capability to unreasonable levels • as well as creating a range of social problems caused by an aging population • the long term effects of [eg] genetic modification applied to agriculture cannot be foreseen • more efficient communication leads to more efficient control of speech, thought and media in totalitarian states • environmental damage caused by transport – road, rail, air – continues to escalate, as does social pollution caused by eg airport expansion • human beings are becoming less physically and mentally active through their use of electronic leisure • the more efficient consumer industries become, the more they resemble monopolies and cartels which work against their customers • electronic surveillance could be become a weapon of social control in the wrong hands • standards of living have risen steadily since 1900 – but it is by no means certain that this can continue • the cost of living continues to diminish in real terms, but again this may not continue indefinitely; • much of our society depends on the scientific exploitation of resources which are finite and will begin 		<ul style="list-style-type: none"> • effective consideration of range of viewpoints including the appropriate use of personal experience [AO3] • communication in a clear and coherent manner [AO4]. <p>Level 3 (21- 30 marks) Expect to see:</p> <ul style="list-style-type: none"> • an adequate knowledge and understanding of the positive and negative effects of scientific progress [AO1] • an adequate analysis and evaluation of these positive and negative effects [AO2] • adequate consideration of range of viewpoints including the appropriate use of personal experience [AO3] • generally clear communication although there may be some errors in quality of language and presentation [AO4]. <p>Level 2 (11-20 marks) Expect to see:</p> <ul style="list-style-type: none"> • a limited knowledge and understanding of the positive and negative effects of scientific progress [AO1] • a limited analysis and evaluation of these positive and negative effects [AO2] • limited consideration of differing viewpoints which may include the appropriate use of personal experience [AO3] • limited clarity and/or coherence in the presentation of ideas [AO4]. <p>Level 1 (0-10 marks) Expect to see:</p> <ul style="list-style-type: none"> • a restricted knowledge and understanding of the positive and negative effects of scientific progress [AO1] • a restricted analysis and evaluation of these positive and negative effects [AO2] • restricted consideration of differing viewpoints [AO3] • lack of clarity in presentation of ideas [AO4].

Question	Answer	Marks	Guidance												
	<p>to run out by the end of this century</p> <ul style="list-style-type: none"> scientific progress has damaged the biosphere in a variety of different ways, some of them irreversible. 		<p>Examiner guidance: the question asks that candidates illustrate their answer with one or more examples: examples need to be developed and integrated into the answer rather than merely cited to access Level three or above.</p>												
7	<p>This question involves evaluating the extent to which breaking the law may be a valid means by which to seek a change in the law.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> the law is the law – and anyone who acts outside it has placed himself above the law: how can we respect such an individual? a burglar may claim that he is sincerely devoted to the redistribution of wealth – but should we be required to take such a claim seriously? where a law is unjust in ethical or moral grounds – eg <i>apartheid</i>, racial segregation in the US or limitation of the franchise – it is surely justifiable to dramatise a campaign by transgressing it such actions often gain in moral force by the participants accepting the punishment for these transgressions this principle can be used to justify civil disobedience which harms no-one this principle can also be used to justify terrorism, although in this case harm is clearly intended, usually to the innocent or at least uninvolved. the first concern of any pressure group seeking to change a law must be to get a hearing for its views in a media-dominated age this means obtaining the attention of the media this means doing something eye-catching and sensational, if possible in front of television cameras 	50	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 416 2074 488"> <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: Use the full range of annotations in the table in Section 11 on page 4.</p> <p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of a level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are ‘border line’ should be awarded the lowest mark in the level.</p> <p>Level 5 (41-50 marks) Expect to see:</p> <ul style="list-style-type: none"> a very good knowledge and understanding of the issues of campaigning using legal and illegal means [AO1] a very good analysis and evaluation of the issues in both legal and illegal campaigning [AO2] effective and extensive consideration of range of viewpoints including the appropriate use of personal experience [AO3] clear and fluent communication with a wide range of vocabulary [AO4]. <p>Level 4 (31-40 marks) Expect to see:</p> <ul style="list-style-type: none"> a good knowledge and understanding of the issues of campaigning using legal and illegal means [AO1] a good analysis and evaluation of the issues in both legal 	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
	<p>with maximum pre-publicity</p> <ul style="list-style-type: none"> • if such actions sail close to the edge of the law, and sometimes cross the line of legality, is this justified by the principle of the greater good in the long term? • not only is this arguable as a point of view, it has also been demonstrated in effect by eg the suffragette movement, whose progress was accelerated by high profile if minor law-breaking • but if the destruction of eg works of art or government premises is acceptable, then why should attacks on human beings not be? • either the end always justifies the means, • or each case must be judged on its merits: • who then decides? • on what grounds? • one man's terrorist is another man's freedom fighter 		<p>and illegal campaigning [AO2]</p> <ul style="list-style-type: none"> • effective consideration of range of viewpoints including the appropriate use of personal experience [AO3] • communication in a clear and coherent manner [AO4]. <p>Level 3 (21- 30 marks) Expect to see:</p> <ul style="list-style-type: none"> • an adequate knowledge and understanding of the issues of campaigning using legal and illegal means [AO1] • an adequate analysis and evaluation of the issues in both legal and illegal campaigning [AO2] • adequate consideration of range of viewpoints including the appropriate use of personal experience [AO3] • generally clear communication although there may be some errors in quality of language and presentation [AO4]. <p>Level 2 (11-20 marks) Expect to see:</p> <ul style="list-style-type: none"> • a limited knowledge and understanding of the issues of campaigning using legal and illegal means [AO1] • a limited analysis and evaluation of the issues in both legal and illegal campaigning [AO2] • limited consideration of differing viewpoints which may include the appropriate use of personal experience [AO3] • limited clarity and/or coherence in the presentation of ideas [AO4]. <p>Level 1 (0-10 marks) Expect to see:</p> <ul style="list-style-type: none"> • a restricted knowledge and understanding of the issues of campaigning using legal and illegal means [AO1] • a restricted analysis and evaluation of the issues in both legal and illegal campaigning [AO2] • restricted consideration of differing viewpoints [AO3]

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none">• lack of clarity in presentation of ideas [AO4]. <p>Examiner guidance: the question asks that candidates illustrate their answer with one or more examples: examples need to be developed and integrated into the answer rather than merely cited to access Level three or above.</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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