

GCSE

Sociology

Unit **B672**: Socialisation, Culture and Identity

General Certificate of Secondary Education

Mark Scheme for June 2014

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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

Annotation	Meaning
	Inaccurate
	Application/Explanation
	Cross (Incorrect answer on 1 or 2 mark Qs ONLY)
	Development
	Evaluation for 24 mark Q only
	Justification for 24 mark Q only
	Knowledge and Understanding (Concepts/studies/theories/statistics/Legal Acts)
^	Generic concepts
	Repetition
	Tick (Correct answers 1 & 2 mark Qs/Use for ideas for 8 mark Qs)
	Not relevant/creditable for Q
BP	Blank Page
U 	24 mark Q- shows implicit evaluation
U 	24 mark Q- shows implicit justification

Section A – Family

Question		Answer	Marks	Guidance
1	(a)	One mark for each correct identification e.g. crawling/crawled on all fours, eating uncooked/raw meat, snarled/howled rather than spoke MAXIMUM OF 2 MARKS	2	
	(b)	One mark for each correct example recalled Any reasonable response e.g. speaking, walking, eating cooked meat, sleeping in a bed, using a toilet, using a knife and fork MAXIMUM OF 2 MARKS	2	N.B. A norm must be an action Answers can directly relate to Kamala and Amala, but do not have to
2	(a)	Culture	1	
	(b)	Values	1	
	(c)	Roles	1	
	(d)	Socialisation	1	
3		<p>Answer may discuss any two of the following:</p> <ul style="list-style-type: none"> • Conjugal roles: Household tasks- Oakley • Breadwinner/housewife roles • Decision making: Edgell • Dual burden: Women's work is added to female role as housewife- Oakley • Position with work: Women more likely to be in a part time trap/ low paid work • Childcare: Women responsible for emotional care • Triple Shift: Dunscombe and Marsden • Lagged adaptation: Gershuny • Domestic violence: Feminist- Dobash and Dobash • Money management: Pahl • Statistical evidence regarding household tasks i.e. Time Use Survey 2010 • Media material evidence e.g. "Who does what" (BBC) • Others completing roles e.g. Cleaners/ extended family • Inequality based on reconstruction of families e.g. roles within a reconstituted/step family • Sibling inequality based on age/gender • Inequalities due to lone-parent family (i.e. that parent has to do it all) • Instrumental Vs. Expressive role- Parsons • Any other reasonable response. 	8	<p>SEE GENERIC MARK SCHEME</p> <p>Studies are not essential for full marks to be awarded</p> <p>Candidates cannot be double awarded for using the same explanation for both ideas i.e. One idea- Female as expressive role does all the work, second idea- househusband does all the work. This may be awarded full marks for AO1 but only Level 2 for AO2</p>

Question	Answer	Marks	Guidance
4	<p>Candidates may discuss and evaluate some of the following aspects of the claim</p> <p>For the claim:</p> <ul style="list-style-type: none"> • 1857 Divorce and Matrimonial Causes Act in Great Britain: previously divorces could only be granted by Parliament • 1969 Divorce Reform Act allowed divorce for irretrievable breakdown • 1984 Family Law Act allowed couples to apply for divorce after one year of marriage instead of three years • Equality Acts e.g. 1970 Equal Pay Act/ 1975 Sex Discrimination Act that changed the position of women could be seen as legal changes that have led to an increase in divorce • Changes in the law led to it being easier to end empty shell marriages • Changes in Educational Law e.g. National Curriculum aided females to equality • 2014 Legalisation of Gay Marriage • Any other reasonable response. <p>Against the claim:</p> <ul style="list-style-type: none"> • Changing social attitudes: less stigma / deviant/ acceptance of serial monogamy/lone parent families • Changing attitudes to religion: secularisation • Changing expectations: Confluent love (romanticised expectations of marriage from the Media)/ less acceptance of domestic violence and unequal roles (dark side of the family) • Changing role of women: Less dependence on men due to womens' liberation/ movement and ability to work for a fair wage • Longer life expectancy • Increased voluntary childlessness makes it easier • Divorce has not simply increased since 1990's it has fluctuated • For some social groups divorce is still low (religion/ culture) • There are later marriages and fewer marriages (first time) contributing perhaps to the fluctuation of divorce rates • Any other reasonable response. <p>See generic mark scheme</p>	24	<p>Candidates that discuss cohabitation must make links to why this would increase divorce.</p> <p>Arguments should be credited whether used for or against dependent on their explanation</p> <p>Candidates may be awarded knowledge marks for laws that are correctly named, but not dated or dated but not correctly named. Candidates cannot be awarded application marks should they inaccurately explain a law.</p> <p>Candidates will only be awarded for answers that focus on why divorce has increased/decreased.</p>

Question	Answer	Marks	Guidance
	Total	40	

Section B – Education

Question		Answer	Marks	Guidance
5	(a)	One mark for the correct identification of Higher professional class	1	
	(b)	One mark for the correct identification of Routine class	1	
	(c) (i)	One mark for any relevant correct identification e.g. cultural deprivation (parents don't read to children at home), material deprivation (lack of money to buy materials/tutors/private schools), poor socialisation (parents never did well at school) One mark for any explanation or example given MAXIMUM OF ONE MARK FOR EACH	2	
6	(a)	Stereotype	1	
	(b)	Norms	1	
	(c)	Identity	1	
	(d)	Comprehensive education	1	
7		<p>Answers may discuss any two of the following: CARE MUST BE TAKEN TO NOT AWARD PRE 1988 CHANGES</p> <ul style="list-style-type: none"> • Advantages of National curriculum (curriculum standardisation; OFSTED; SATS; League tables, GCSE- first sat in 1988) • Advantages of new types of schools (academies; grant maintained; specialist status; faith; free; CTC's) • Advantages of changes in reference to competition and choice • Advantages of local management of schools • Advantages of raising of school leaving age • Advantages of EMA will be accepted (despite recent changes) • Advantages of extension of curriculum for vocational purposes (introduction of BTEC's; NVQ's) <ul style="list-style-type: none"> • Advantages to ways of testing (early entry; English baccalaureate) • Any other reasonable response. 	8	<p>SEE GENERIC MARK SCHEME</p> <p>Discussions of changes that have been changed again will still be credited e.g. EMA</p> <p>Explicit reference to any change that is contemporary and verifiable can be credited as evidence.</p>

Question	Answer	Marks	Guidance
8	<p>Candidates may discuss and evaluate some of the following aspects of the claim</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Control behaviour through deliberate instruction and negative sanctions such as detentions. • Control behaviour through deliberate instruction and positive sanctions such as house points • Control behaviour through hidden curriculum (punctuality; acceptance of hierarchy; acceptance of discipline; acceptance of boredom; acceptance of inequality; acceptance of competition; meritocracy; conformity; obedience) • Marxism: ideological reproduction • Functionalist: shared norms • Secondary Socialisation: control of teaching norms and values <p>Against the claim:</p> <ul style="list-style-type: none"> • To help students pass exams: Importance placed on SATS / GCSE / A LEVELS; National curriculum: League tables ;OFSTED; Student and parents requirement; Importance of constant testing • To teach formal curriculum • Economic: Help gain jobs • Secondary Socialisation: To teach norms and values • Gender role socialisation • Selective role • Social integration • School sanctions fail to control behaviour • Other agents control behaviour more (Peer group, family, work, religion, mass media, Government, Police, Judiciary, penal system) 		<p>SEE GENERIC MARK SCHEME</p> <p>Arguments should be credited whether used for or against dependent on their explanation</p>
	Total	40	

Section C – Mass Media

Question		Answer	Marks	Guidance
9	(a)	One mark for each correct identification of: smart phone, computer, social network MAXIMUM OF TWO MARKS	2	Accept mobile phone but not just phone as this is about social networks
	(b)	One mark for each correct identification e.g. gather information, entertainment, news One mark for each explanation or example	2	Answers can only be credited if focussing on use of media, not only types of media. Answers can only be credited if not included in the source i.e. not bullying.
10	(a)	Mass Media	1	
	(b)	Convergence	1	
	(c)	Selection	1	
	(d)	Gatekeeper	1	

Question	Answer	Marks	Guidance
11	<ul style="list-style-type: none"> • Self-censorship: Internet report of abuse/ choosing not to view • Interactivity: Audience participation e.g. Big Brother voting • Consumer power: Choice over the media we use, ratings, boycotts • Pluralist argument: ratings, a main function of media is to make profit • Uses and gratifications model: Choice over the media we use, ratings • Public ownership (BBC) Paid for by tax payers • PSB Public service broadcasting. Channel 4 whilst self-financing are still subject to royal charter and state owned • Press complaints bodies: OFCOM and Christian Congress for traditional values or other pressure groups • Shareholding • Taking legal action i.e. injunctions • Leveson inquiry • User generated content e.g. you tube/ 9/11 live footage from smart phones • Parental controls e.g. safety settings • Libel and slander laws • Any other reasonable response. <p>See generic mark scheme</p>	8	Examples of pressure groups that are verifiable are accepted as sociological evidence
12	<p>Candidates may discuss and evaluate some of the following aspects of the claim. For the claim:</p> <ul style="list-style-type: none"> • Censorship (D notice; Official Secrets Act) • Bias: Political/Editorial/Owners • Editing and selection (editors and gatekeepers) • Practical issues: cost/ space/time • News values: Galtung and Ruge : Newsworthy • News diary: media saving space for major events which could stop other news • Agenda setting: Marxist idea, Owners set agenda to keep public from the real issues • Moral panic: Cohen (folk devils, sensationalise) • Stereotyping 	24	<p>Expect responses to be able to gain full credit with an uneven debate.</p> <p>See generic mark scheme</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Role of PR: e.g. Max Clifford (spin doctors) • Close link of politicians and media • Leveson inquiry • Distortion: e.g. airbrushing • Trowler • Libel/slander • Social media allowing digibabble i.e. audience created inaccurate information • Marxist views: ideological conditioning <p>Against the claim:</p> <ul style="list-style-type: none"> • Reports news as a window (Trowler) • Technology allows for direct reporting e.g. people on the scene using phones to record incidents e.g. 9/11 • Advertising Standards Authority • Libel, Slander and discrimination laws • Press Complaints Bodies: OFCOM and Christian Congress for traditional values or other pressure groups • Due impartiality • Vast alternative media, allowing the truth to be ascertained • Direct reporting: e.g. Hansard reports everything in parliament • High reputation of BBC as a PSB • Alternative media for cross checking • Whistle blower e.g. Wiki leaks • Any other reasonable response. 		
	Total	40	

Section D – Work

Question		Answer	Marks	Guidance
13	(a)	One mark for the each correct identification of: more male managers, or more females on the till.	1	
	(b)	One mark for the correct example recalled. Any reasonable response e.g. Equal amount of women and men worked there, the manager's job is advertised to anyone (male or female, black or white)	1	
	(c)	One mark for the correct example recalled. E.g. Pay, Promotion, vertical segregation (glass ceiling) patterns of work e.g. part-time females, reserve army of labour, horizontal segregation (Gendered jobs) One mark for an accurate explanation or example	2	Maximum of 1 mark each
14	(a)	Life chances	1	
	(b)	Discrimination	1	
	(c)	De-skilling	1	
	(d)	Trade Union	1	
15		<ul style="list-style-type: none"> • Cultural reasons (any reason that is the worker's fault) • Structural reasons (any reason that blames society) • Biological reasons (e.g. disability) • Discrimination e.g. sexism, racism, disability, ageism, sexuality • Laziness (New Right, Charles Murray) • Crisis of masculinity (Mac an Ghail) • Feminisation of workforce • Growing underclass • A growing labour force, baby boom • Age: Legal restrictions on the young or old, ageing population • Frictional unemployment: between jobs • Seasonal unemployment: e.g. exam invigilation/ tourism opportunities • Industrial decline: manufacturing decline • New technology: replacing workers with technology (Computerisation, 	8	<p>See generic mark scheme</p> <p>Candidates may be awarded knowledge marks for laws that are correctly named, but not dated or dated but not correctly named. Candidates cannot be awarded application marks should they inaccurately explain a law.</p>

Question	Answer	Marks	Guidance
	<p>automation)</p> <ul style="list-style-type: none">• Globalisation: industries moving abroad, Transnational Corporations (TNCs)• Economic cycle: periods of bust and boom, credit crunch, recession, redundancy• Over generous welfare payments• Growing labour force through migrant labour• Any other reasonable response.		

Question	Answer	Marks	Guidance
16	<p>Candidates may discuss and evaluate some of the following aspects of the claim.</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Socialisation (norms and values, gender) • Re-socialisation • Social control (sanctions both positive and negative) • Learn new skills • Effects of lack of socialisation on the unemployed • Intrinsic satisfaction • Any other reasonable response. <p>Against the claim:</p> <ul style="list-style-type: none"> • Any evaluation of the points made in defence of the statement e.g. the norms you learn at work stay at work, as uniform is not worn at home • The importance of strata: ethnicity, age, class, gender • High unemployment rates mean work has no effect on unemployed people's behaviour • Work is just work, extrinsic satisfaction means people do not take their job seriously and thus it has little effect on an individual's behaviour • Changing job market means people have many stages of re-socialisation that has less impact on their life • Young people and / or old people may not be in the job market and thus it does not influence their behaviour (ageing population) • Other agencies of socialisation (family, education, mass media, religion, peer group) • Any other reasonable response. 	24	<p>See generic mark scheme</p> <p>Expect responses to be able to gain full credit with an uneven debate.</p>
	Total	40	

Section E – Crime and Deviance

Question		Answer	Marks	Guidance
17	(a)	One mark for the correct identification of: male	1	
	(b)	One mark for the correct identification of: fine	1	
	(c)	One mark for each relevant answer e.g. Mental Health Order, rehabilitation Community service/community payback, ASBO (still accepted), CRIMBO, Corporal punishment (stoning, lashing)	2	These do not have to be solutions used in Britain. Do not credit answers from source: Fines, prison, capital punishment.(Death penalty) Maximum of one mark for each
18	(a)	Victim surveys	1	
	(b)	Peer group pressure	1	
	(c)	Labelling	1	
	(d)	Official statistics	1	
19		<ul style="list-style-type: none"> • Historical deviance/norms e.g. smoking in an enclosed public place (smoking ban 2007) • Cross cultural deviance/norms e.g. driving at 16 (in Philadelphia USA this is legal) • Positional/role deviance/norms e.g. giving someone a detention • Legal deviance/illegal deviance e.g. cross-dressing/illegally downloading music • Situational deviance e.g. laughing at a funeral • Related to age/gender/ class • Any other reasonable response. 	8	<p>See generic mark scheme</p> <p>Any deviant act (with detail e.g. name, country of origin, tribe) or reference to legal considerations (16 to drive in the USA) must be credited as sociological evidence. Imprecision i.e.” driving age” lacks explicit sociological evidence.</p> <p>Answers can receive full credit when looking at two examples of actions that are only deviant in a certain situation, even if both are different examples of one type of deviance. See guidance notes.</p>

Question	Answer	Marks	Guidance
20	<p>Candidates may discuss and evaluate some of the following aspects of the claim. Candidates will be expected to know the difference between formal and informal agencies of social control and to know the processes by which they control behaviour.</p> <p>For the claim:</p> <ul style="list-style-type: none"> • Army (Prevention of large scale law breaking, ultimate sanction to take a life) • Police (Enforce the law, arrest) • Government (Creation of the law) • Penal system (Prison or any other sanction) • Judiciary (Decide how to punish lawbreakers and enforce the law) • Ineffectiveness of informal social control • Any other reasonable response. <p>Against the claim:</p> <ul style="list-style-type: none"> • Informal agency – Family e.g. control gender - Oakley manipulation and canalisation/ socialisation through positive and negative sanctions • Informal agency – Mass media e.g. role models/ distortion • Informal agency – Education: positive and negative sanctions such as detentions/ house points • Informal agency – Religion e.g. deliberate instruction 10 commandments/ inclusion/ exclusion • Informal agency – Peer group e.g. through peer pressure to conform/ inclusion / exclusion • Criticisms of any formal agents to effectively control behaviour e.g. reoffending rates • Formal agents create criminals: labelling, institutional racism, police targeting • Any other reasonable response. 	24	<p>See generic mark scheme</p> <p>Arguments should be credited whether used for or against dependent on their explanation</p> <p>Any deviant act (with detail e.g. name, country of origin, tribe) or reference to legal considerations (16 to drive in the USA) must be credited as sociological evidence. Imprecision i.e. "driving age" lacks explicit sociological evidence.</p>
	Total	40	

Section F – Youth

Question		Answer	Marks	Guidance
21	(a)	One mark for the correct identification of: music videos or soap operas	1	
	(b)	One mark for any other reasonable response e.g. Adverts, social networks, television programmes, films, radio	1	Do not credit answers from the source
	(c)	One mark for the correct identification of: drinking alcohol or smoking or wearing make-up	1	
	(d)	One mark for any other reasonable response e.g. underage sex, underage pregnancy, adult consumption patterns (buying coffee), dressing as adults, worrying about adult issues	1	
22	(a)	Adolescence	1	
	(b)	Youth culture	1	
	(c)	Conformity	1	
	(d)	Growth of affluence	1	
23		<p>Answers may discuss any two of the following. Answers need to give clear reference to behaviour to gain full marks.</p> <ul style="list-style-type: none"> • Legal restrictions (driving, marriage, sex, alcohol, school, work) • Media stereotyping (type of programming, advertising) • Biological norms (puberty) • Social norms (transitional stage/ rites of passage) • Longer dependency of parents i.e. boomerang families • Lengthened education (until 18) • Evidence of later marriages/ parenthood • Nick Lees: Postmodern view that adulthood is blurred with many remaining childlike. This is due to adult norms disappearing (marriage is no longer ‘til death do us part, jobs are no longer for life) • Any other reasonable response. 	8	<p>See generic mark scheme</p> <p>Candidates may be awarded knowledge marks for laws that are correctly named, but not dated or dated but not correctly named. Candidates cannot be awarded application marks should they inaccurately explain a law.</p> <p>Any rite of passage (with detail e.g. name, country of origin, tribe) or reference to legal considerations (18 to vote in the UK) must be credited as sociological evidence. Imprecision i.e. “voting age” lacks explicit sociological evidence.</p>

Question	Answer	Marks	Guidance
24	<p>Candidates may discuss and evaluate some of the following aspects of the claim. For the claim:</p> <ul style="list-style-type: none"> • Loyalty and friendship • Social Networks : Milltown boys, Williamson • Sense of belonging Miller • Loneliness • Any other reasonable arguments. <p>Against the claim:</p> <ul style="list-style-type: none"> • Family or role models : possibly due to the decline of the family. Lack of male role models – Dennis. • Gives stability and security due to instability of family: Sewell • Boredom- Downes • Drift theory- Matza • Strain to Anomie- Merton • Status Frustration: Albert Cohen • To gain status • Peer group pressure • Share norms and values • Territory • Labelling • Rite of passage of living in that area • To avoid trouble / for protection (reference may be made to Nonnie (non gang members) • Reasons related to strata: gender, class, ethnicity • Any other reasonable arguments. 	24	<p>See generic mark scheme</p> <p>Expect responses to be able to gain full credit with an uneven debate.</p> <p>Arguments should be credited whether used for or against dependent on their explanation</p> <p>Candidates can be awarded full marks if they have wide-ranging evidence which can include either concepts or studies or statistics or theory or legal acts</p>
		Total	40
		Paper Total	120

APPENDIX 1

2014

Generic Mark scheme

8 mark question	
Assessment objectives: AO1	
Wide ranging knowledge and understanding Answers will include two correct ideas both including some sociological terminology/evidence. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.	4
Good knowledge and understanding. Answers will include two correct ideas. Typically one idea will include some sociological terminology/evidence. Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.	3
Basic knowledge and understanding. Typically answers will either be based on common sense with a lack of sociological understanding of two ideas/ways OR only one idea is used with full knowledge and understanding and including sociological terminology/evidence Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.	2
Knowledge and understanding limited. May be in the form of a list. Typically answers will be based on common sense with a lack of sociological understanding and only offer one way/idea. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.	1
Assessment objectives: A02	
Application and explanation is very good. Answers will be wide ranging in both their application and explanation.	4
Application and explanation is good. Typically answers will contain one fully developed idea and one underdeveloped idea	3
Application and explanation is basic. Typically answers will either:	2

contain one idea fully developed or two ideas underdeveloped	
Application and explanation is limited. Typically answers will be undeveloped with no explanation or explanation will be confused/unclear or very narrow.	1

24 mark question	
Assessment objectives: AO1	
Wide ranging knowledge and understanding. Answers will contain wide ranging and accurate sociological knowledge (Concepts/studies/theories/statistics/Legal Acts). At the bottom of the band, there may be a slight lack of clarity. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.	Level 4 7-8
Good knowledge and understanding. Typically answers will show the ability to recall some sociological knowledge (Concepts/studies/theories/statistics/Legal Acts). Answers will be mainly accurate or rely on a narrow body of knowledge. Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.	Level 3 5-6
Basic knowledge and understanding. Typically answers will be based on sociological ideas but lacking in accuracy or rely on only generic evidence or rely on only a couple of ideas. Bottom of the level, answers will solely rely on implicit sociology without generic concepts. Some ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive	Level 2 3-4
Limited knowledge and understanding. Typically answers will be very narrow and/or based on non-sociological/anecdotal ideas only. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.	Level 1 1-2
No relevant points	0
Assessment objectives: AO2	
Application and explanation is wide ranging. Answers will focus fully on the task offering relevant examples that show clear understanding of the claim. At the bottom of the level, ideas will mainly be developed. Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.	Level 4 7-8

<p>Application and explanation is good.</p> <p>Typically answers will largely answer the question. Either the answer draws on some evidence that is not relevant, or the evidence will be relevant but most ideas will be underdeveloped. At the bottom of the level, all ideas may be underdeveloped. At the top of the level, answers will start to include developed ideas.</p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	<p>Level 3 5-6</p>
<p>Application and explanation is basic.</p> <p>Typically answers will either vaguely focus on the actual question or examples/ evidence may be largely irrelevant or confused or answers will be relevant but largely undeveloped.</p> <p>Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive.</p> <p>Responses that have a basic (level 2) for AO1 must not be awarded higher than level 2 for AO2 (application)</p>	<p>Level 2 3-4</p>
<p>Application and explanation is limited.</p> <p>Typically answers are not focussed on the actual question and any examples are anecdotal or not relevant or lack coherence or is very narrow.</p> <p>Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	<p>Level 1 1-2</p>
<p>No relevant points</p>	<p>0</p>

Assessment objectives: AO3	
<p>Wide ranging evaluation.</p> <p>Answers will fully and explicitly address the debate with a wide ranging discussion of different views. To gain full marks the essay must have a form of a conclusion. Responses do not have to have a balanced debate to gain full marks.</p> <p>Complex ideas have been expressed clearly and fluently using a style of writing appropriate to the subject matter. There may be a few, if any, errors of spelling, punctuation and grammar.</p>	<p>Level 4 7-8</p>
<p>Good evaluation.</p> <p>Typically there will be a clear debate which is either narrowly based but with more than one idea on each side or the debate is largely explicit with some implicit evaluation.</p> <p>Relatively straightforward ideas have been expressed with some clarity and fluency. There will be some errors of spelling, punctuation and grammar, but these are unlikely to be intrusive or obscure meaning.</p>	<p>Level 3 5-6</p>

<p>Basic evaluation. Typically the response is narrow (only one idea for and one idea against) or lacks sense and/or sociology or all evaluation is implicit or answers are reliant on subtitles. Some simple ideas have been expressed in an appropriate context. There are likely to be some errors of spelling, punctuation and grammar of which some may be noticeable and intrusive. Responses that have a basic (level 2) for AO1 must not be awarded higher than level 2 for AO2 (application)</p>	<p>Level 2 3-4</p>
<p>Limited evaluation. Typically the response may misunderstand the actual debate. It may, at the top of the level show a vague understanding with a mere yes/no response May be in the form of a list. Some simple ideas have been expressed. There will be some errors of spelling, punctuation and grammar will be noticeable and intrusive.</p>	<p>Level 1 1-2</p>
<p>No relevant points</p>	<p>0</p>

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