

**GCE**

**General Studies**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2016**

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 of annotation
	Correct/Valid point
	Incorrect/Invalid point
<b>DEV</b>	Development
<b>EG</b>	Example/Illustration
<b>REP</b>	Repetition
	Positive factor/idea
	Negative factor/idea
	Unclear idea/statement
<b>NAQ</b>	Not answering the question
<b>R</b>	Reason
<b>3</b>	Communication 3 marks
<b>2</b>	Communication 2 marks
<b>1</b>	Communication 1 mark

**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 Sections A and C of this paper, marks for communication are allocated and awarded separately. The following table should be used in the allocation of marks:

**Communication**

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

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

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

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

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

<b>2 marks</b>	A clear response that communicates ideas succinctly and without technical errors.
<b>1 mark</b>	A response that shows a basic understanding but may contain some ambiguity and technical errors.
<b>0 marks</b>	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.

Section A: The Cultural Domain

Question			Answer/Indicative content	Mark	Guidance																				
1	a	i	<p><i>Professional</i>: the work is of a high standard, respected, learned, academic, not produced by an amateur (though it should not be assumed that amateur artists cannot produce work of a high quality.)  <i>Focused</i>: remains attached to its aims and objectives, true to its creator’s intentions. <b>(2 marks)</b></p>	9	<p><b>Assessment Objectives Balance</b></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1a</td> <td>3</td> <td>3</td> <td></td> <td>3</td> <td>9</td> </tr> </tbody> </table> <p>Each explanation can be awarded up to <b>2 marks</b>. There are <b>3 marks</b> for communication. The mark awarded should take into account the quality of <b>all three</b> explanations.</p> <p><b>Communication</b></p> <table border="1"> <tbody> <tr> <td><b>A3</b></td> <td>A very clear response making a case with facility, using a range of appropriate expression and without technical errors.</td> </tr> <tr> <td><b>A2</b></td> <td>Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.</td> </tr> <tr> <td><b>A1</b></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><b>A0</b></td> <td>This is awarded for no response or when the answer is totally incorrect.</td> </tr> </tbody> </table>		AO1	AO2	AO3	AO4	Total	1a	3	3		3	9	<b>A3</b>	A very clear response making a case with facility, using a range of appropriate expression and without technical errors.	<b>A2</b>	Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.	<b>A1</b>	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.	<b>A0</b>	This is awarded for no response or when the answer is totally incorrect.
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ii	<p><i>Repeated strategies</i>: ideas, hallmarks, techniques, characteristics that appear over and over again in many works and that are regular inclusions in an artist’s work; they act as a mode or method of working that proves both secure and reliable. <b>(2 marks)</b></p>																								
iii	<p><i>Generic</i>: appearing to lack individuality and seemingly a combination or mixture of different styles; this might be perceived as formulaic.  <i>Derivative</i>: a lack of originality appearing as if the style has been ‘taken’ or copied from another. <b>(2 marks)</b></p>																								
	b	<p><b>Advantages</b> include:</p> <ul style="list-style-type: none"> <li>• developing a unique style and having a unique ‘voice’</li> <li>• becoming an expert by going beyond the surface of a style and starting to explore, experiment, and innovate</li> <li>• gaining a following of people who really like and identify with the style</li> <li>• having a clear direction that can continually be explored</li> <li>• devoting more time to creating and improving one technique or approach.</li> </ul>	6	<p><b>Assessment Objectives Balance</b></p> <table border="1"> <thead> <tr> <th></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>Each advantage can be awarded up to <b>3 marks</b>. A simple statement of an advantage should be awarded <b>1 mark</b>. Additional marks can only be gained by further explanation or examples.</p>		AO1	AO2	AO3	AO4	Total	1b	4	2			6									
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Question	Answer/Indicative content	Mark	Guidance																								
c	<p>Arts include: architecture, fashion, photography, painting, sculpture, stage, screen, music, and the written word.</p> <p>The question involves:</p> <ul style="list-style-type: none"> <li>considering the ways in which an artist has changed and modified their style over time.</li> </ul> <p>Reasons may include:</p> <ul style="list-style-type: none"> <li>people change as they mature and develop and therefore become a different person with different ideals and outlook to when they were younger. For example, comparing early work to their latest offering</li> <li>an artist being affected by another external force like religion or political attachment, cultural revolutions or innovations</li> <li>different national and world events that may change attitudes and approaches</li> <li>a relationship or becoming a father or mother can have a profound effect on an artist's approach</li> <li>artists, for example musicians and fashion designers, change their style to suit their changing audience or clients or even the financial climate</li> <li>the invention and development of new techniques, tools and equipment.</li> </ul> <p>Examples may be chosen from any of the art forms listed in the specification. Marks should not be awarded for the number of examples cited but for the <b>quality of the ideas</b> presented. Equally candidates may choose to illustrate their answer with reference to one artist <b>or</b> several artists from one or more genres.</p>	15	<p><b>Assessment Objectives Balance</b></p> <table border="1" data-bbox="1279 245 2040 316"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1c</td> <td>9</td> <td>3</td> <td></td> <td>3</td> <td>15</td> </tr> </tbody> </table> <p><b>Content</b></p> <p><b>11-12 Marks</b> a very good outline and discussion of how the work of the artist has changed over time, with very good supporting ideas and examples.</p> <p><b>8-10 Marks</b> a good outline and discussion of how the work of the artist has changed over time, with good supporting ideas and examples.</p> <p><b>4-7 Marks</b> an adequate outline and discussion of how the work of the artist has changed over time, with adequate supporting ideas and examples.</p> <p><b>1-3 Marks</b> a limited outline and discussion of how the work of the artist has changed over time, with limited supporting ideas and examples.</p> <p><b>Communication</b></p> <table border="1" data-bbox="1279 995 2074 1406"> <tbody> <tr> <td><b>A3</b></td> <td>A very clear response making a case with facility, using a range of appropriate expression and without technical errors.</td> </tr> <tr> <td><b>A2</b></td> <td>Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.</td> </tr> <tr> <td><b>A1</b></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><b>A0</b></td> <td>This is awarded for no response for when the answer is totally incorrect.</td> </tr> </tbody> </table>						AO1	AO2	AO3	AO4	Total	1c	9	3		3	15	<b>A3</b>	A very clear response making a case with facility, using a range of appropriate expression and without technical errors.	<b>A2</b>	Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.	<b>A1</b>	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.	<b>A0</b>	This is awarded for no response for when the answer is totally incorrect.
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## Section B: The Cultural Domain

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
2	<p>The question involves:</p> <ul style="list-style-type: none"> <li>• understanding what is meant by personal experience</li> <li>• considering how personal experience can enrich life and cultural awareness.</li> </ul> <p><b>Personal experience</b> may be defined in different ways:</p> <ul style="list-style-type: none"> <li>• direct observation of events to gain knowledge by being an active observer</li> <li>• practical knowledge, skill, or practice derived from direct involvement or hands-on participation in events or an activity.</li> </ul> <p>Some people feel that personal experience only counts when there has been some continuous involvement in an event over a period of time.</p> <p>Each experience may present a positive <b>or</b> negative reaction to an individual. Candidates may refer to any examples of how personal experience enriches people's lives from their own perspective or by way of speculation.</p> <p><b>Enrichment</b> involves reference to elements of:</p> <ul style="list-style-type: none"> <li>• education</li> <li>• improvement</li> <li>• a new perspective</li> </ul>	30	<p>The best answers will involve the discussion of experiences that have happened to the candidate, and will be written in the first person. Accounts of the experience of others are admissible but may not be as effective.</p> <p>The inclusion of examples is essential. Extended examples that are purely descriptive and not analytical may restrict the mark awarded.</p> <p>It is possible to access the full range of marks by using only one example.</p>	<p><b>Level 5 (25-30 Marks)</b></p> <ul style="list-style-type: none"> <li>• very good knowledge of the relationship between personal experience and enrichment through personal experience</li> <li>• very good discussion with very clear examples and development of ideas</li> <li>• very good consideration of the differing ways and degrees that personal experience can have an effect on personal development</li> <li>• very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (19-24 Marks)</b></p> <ul style="list-style-type: none"> <li>• good knowledge of the relationship between personal experience and enrichment through personal experience</li> <li>• good discussion with clear examples and development of ideas</li> <li>• good consideration of the differing ways and degrees that personal experience can have an effect on personal development</li> <li>• good communication with clear organisation and expression.</li> </ul> <p><b>Level 3 (13-18 Marks)</b></p> <ul style="list-style-type: none"> <li>• adequate knowledge of the relationship between personal</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>a valuable lesson.</li> </ul> <p><b>Cultural Awareness</b> is:</p> <ul style="list-style-type: none"> <li>the foundation of communication and it involves the ability of becoming aware of our cultural values, beliefs and perceptions</li> <li>answering questions such as: Why do we do things in that way? How do we see the world? Why do we react in that particular way?</li> <li>central when we have to interact with people from other cultures.</li> <li>when people see, interpret and evaluate things in different ways. What is considered appropriate behaviour in one culture is frequently inappropriate in another one.</li> </ul>			<p>experience and enrichment through personal experience</p> <ul style="list-style-type: none"> <li>adequate discussion with some examples and some development of ideas</li> <li>adequate consideration of the differing ways and degrees that personal experience can have an effect on personal development</li> <li>adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (7-12 Marks)</b></p> <ul style="list-style-type: none"> <li>limited knowledge of the relationship between personal experience and enrichment through personal experience</li> <li>limited discussion with few examples and limited development of ideas</li> <li>limited consideration of the differing ways and degrees that personal experience can have an effect on personal development</li> <li>limited communication with limited organisation and expression.</li> </ul> <p><b>Level 1 (1- 6 Marks)</b></p> <ul style="list-style-type: none"> <li>very limited knowledge of the relationship between personal experience and enrichment through personal experience</li> <li>very limited discussion with very few, if any, examples and very limited development of ideas</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
3			<p>The question involves:</p> <ul style="list-style-type: none"> <li>defining the term 'blog'</li> <li>understanding what it involves for a blog to be free from censorship and honest</li> <li>showing how such a blog is needed to bring out someone's personality and individuality</li> <li>exploring alternative styles of blog</li> <li>assessing the extent of agreement with the assertion.</li> </ul> <p><b>What is a blog?</b></p> <ul style="list-style-type: none"> <li>a regularly updated website or web page, typically one run by an individual or small group</li> <li>sometimes a blog can be called a regularly updated journal</li> <li>written in an informal or conversational style</li> <li>blogs usually represent personal viewpoints that are sometimes controversial; equally they can highlight important issues that are not given space in the commercial press or on television or radio.</li> </ul>	30	<p>A high level answer demands more than a simple paraphrase of the quotation. Its implication requires discussion and exploration.</p> <p>A high level answer may involve the inclusion of an example of a blog which has been visited. It is possible that a candidate may have contributed to a blog or even have one of their own.</p> <p>It is possible that some candidates will regard commercial, public blogs (like Facebook and Twitter) as a source of examples and information. This will be accepted as a valid response.</p>	<ul style="list-style-type: none"> <li>very limited consideration of the differing ways and degrees that personal experience can have an effect on personal development</li> <li>very limited communication with very limited organisation and expression.</li> </ul> <p><b>Level 5 (25-30 Marks)</b></p> <ul style="list-style-type: none"> <li>very good understanding of the quotation</li> <li>very good discussion of the quotation and its implications with very clear examples in relation to blogs and bloggers with very clearly developed ideas</li> <li>very good consideration of the reliability of blogs showing a very good balance of views and analysis</li> <li>very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (19-24 Marks)</b></p> <ul style="list-style-type: none"> <li>good understanding of the quotation</li> <li>good discussion of the quotation and its implications with clear examples in relation to blogs and bloggers with clearly developed ideas.</li> <li>good consideration of the reliability of blogs showing a good balance</li> </ul>

Question	Answer/Indicative Content	Marks	Guidance	
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	<p><b>Key phrases to consider:</b></p> <p><b>'Freedom not censorship'</b> suggests a lack of control or accountability giving the opportunity for a person to think and speak honestly in their own way or style without being bounded by rules or conventions.</p> <p><b>'Personality and individuality'</b> suggests that a blog is perhaps unique, special and reflects the characteristics and beliefs of one person, not a reiteration of a common mood or idea. This makes the blogger unique and special, which is an attractive proposition to the reader who is looking for something or someone different that they can actually converse with.</p> <p><b>Some background information about blogs:</b></p> <ul style="list-style-type: none"> <li>• a well-written blog is great to read, and where the reader can get to know the writer</li> <li>• bloggers are usually someone to be friends with and to share views with, someone interesting who can tell a story, hold a conversation, captivate someone's imagination; blogging is a two-way process</li> <li>• blog writing is not like creative, fiction writing or journalism; it has its own audience and the blogger is able to get closer to their readers</li> <li>• readers' responses to a blog can be</li> </ul>			<p>of views and analysis</p> <ul style="list-style-type: none"> <li>• good communication with clear organisation and expression.</li> </ul> <p><b>Level 3 (13-18 Marks)</b></p> <ul style="list-style-type: none"> <li>• adequate understanding of the quotation</li> <li>• adequate discussion of the quotation and its implications with some examples in relation to blogs and bloggers with some developed ideas</li> <li>• adequate consideration of the reliability of blogs showing adequate balance of views and analysis</li> <li>• adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (7-12 Marks)</b></p> <ul style="list-style-type: none"> <li>• limited understanding of the quotation</li> <li>• limited discussion of the quotation and its implications with few examples in relation to blogs and bloggers with few developed ideas.</li> <li>• limited consideration of the reliability of blogs showing limited balance of views and analysis</li> <li>• limited communication with limited organisation and expression.</li> </ul> <p><b>Level 1 (1- 6 Marks)</b></p> <ul style="list-style-type: none"> <li>• very limited understanding of the quotation</li> <li>• very limited discussion of the</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
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			<p>instant, within minutes, and they may argue, sympathise or remain neutral</p> <ul style="list-style-type: none"> <li>• blog writers have their own ‘voice’ which speaks to the readers therefore the writing has personality and appears as if someone is listening and may well reply as a blog is so personal and instant; it may contain slang words and even defamatory comments</li> <li>• blogs can respond to actuality, for example news as it happens</li> <li>• people do look for practical tips from blogs that are useful and relevant - perhaps relating to personal experience – rather than vague generalities</li> <li>• to match their audience blogs and bloggers are concise and direct; a good ‘post’ can be read in a short space of time, after which a reply may be sent – like a slightly delayed conversation</li> <li>• good examples of blogs contain an element of humour that engages the followers.</li> </ul> <p>The <b>reliability</b> of blogs may well be linked to their advantages and disadvantages:  <b>Advantages</b></p> <ul style="list-style-type: none"> <li>• an opportunity to vent feelings instantly</li> <li>• to be able to adopt a suitable tone to make a point, free from the conventions of journalism</li> <li>• it can reach a wide range of people instantly</li> </ul>			<p>quotation and its implications with very few, if any, examples in relation to blogs and bloggers with very few, if any, developed ideas</p> <ul style="list-style-type: none"> <li>• very limited consideration of the reliability of blogs showing very limited views and analysis</li> <li>• very limited communication with very limited organisation and expression.</li> </ul>

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4	<ul style="list-style-type: none"> <li>they allow every person to express their views and opinions irrespective of their status.</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>the time taken to update and post an entry on a blog</li> <li>improper and incorrect use of language</li> <li>there is no confidentiality as blogs are open to anyone (equally no censorship)</li> <li>every blogger or respondent needs access to a computer and the internet.</li> </ul> <p>Candidates may introduce their own ideas or combine positive and negative points to draw conclusions.</p> <p>The question involves:</p> <ul style="list-style-type: none"> <li>exploring the role of the Arts in schools</li> <li>exploring the extent to which the Arts have an important role.</li> </ul> <p>The phases of education that may be considered include:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Key Stage</th> <th>Age</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>3-5</td> </tr> <tr> <td>1</td> <td>5-7</td> </tr> <tr> <td>2</td> <td>7-11</td> </tr> <tr> <td>3</td> <td>11-14</td> </tr> <tr> <td>4</td> <td>14-16</td> </tr> <tr> <td>5</td> <td>16-18</td> </tr> </tbody> </table> <p>The role and importance of the Arts may include:</p>	Key Stage	Age	0	3-5	1	5-7	2	7-11	3	11-14	4	14-16	5	16-18	30	<p>Though the specification lists Arts that may be covered the question is likely to use examples from Arts more commonly included in the curriculum such as:</p> <ul style="list-style-type: none"> <li>music</li> <li>poetry and creative writing</li> <li>drama</li> <li>dance</li> <li>art and design (including photography and fashion).</li> </ul> <p>Sport is <b>not</b> permitted to be used as an art form.</p>	<p><b>Level 5 (25-30 Marks)</b></p> <ul style="list-style-type: none"> <li>very good knowledge of the role that the Arts could play in schools</li> <li>very good discussion with very clear examples in relation to the potential of the Arts in school</li> <li>very good consideration of the extent to which the Arts should be an important part of the curriculum, with clarity and precision</li> <li>very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (19-24 Marks)</b></p> <ul style="list-style-type: none"> <li>good knowledge of the role that the Arts could play in schools</li> <li>good discussion with clear examples in relation to the</li> </ul>
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Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>Arts are hands-on, have immediate rewards, focus on positive achievements, develop concrete products, and foster collaboration</li> <li>students grow in confidence and think positively about themselves and learning</li> <li>arts are important for growth and improvement teaching good habits, behaviour and attitudes for future life</li> <li>an arena for fostering creativity</li> <li>arts foster critical higher levels of thinking that carry over to learning other subjects and in life</li> <li>students learn to observe, interpret, see different perspectives, analyse, and synthesize</li> <li>as students learn to read notes, compose music, play an instrument, learn dance steps, create a painting, act in a drama, they are also learning how to develop new concepts, build vocabulary, and learn a new language</li> <li>artworks provide a visual context for learning about historical periods. Music, painting, drama, and dance help literature come alive. Graphic designs and drawings, such as those made by inventors and engineers, complement learning about scientific and technological principles and innovations</li> <li>an important avenue for developing a passion to learn, grow, improve, and do something productive with one's life; many children discover their talents and</li> </ul>			<p>potential of the Arts in school</p> <ul style="list-style-type: none"> <li>good consideration of the extent to which the Arts should be an important part of the curriculum, with clarity good communication with clear organisation and expression.</li> </ul> <p><b>Level 3 (13-18 Marks)</b></p> <ul style="list-style-type: none"> <li>adequate knowledge of the role that the Arts could play in schools</li> <li>adequate discussion with adequate examples in relation to the potential of the Arts in school</li> <li>adequate consideration of the extent to which the Arts should be an important part of the curriculum</li> <li>adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (7-12 Marks)</b></p> <ul style="list-style-type: none"> <li>limited knowledge of the role that the Arts could play in schools</li> <li>limited discussion with limited examples in relation to the potential of the Arts in school</li> <li>limited consideration of the extent to which the Arts should be an important part of the curriculum</li> <li>limited communication with limited organisation and expression.</li> </ul> <p><b>Level 1 (1- 6 Marks)</b></p> <ul style="list-style-type: none"> <li>very limited knowledge of the role that the Arts could play in schools</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>interests through the arts</p> <ul style="list-style-type: none"> <li>students learn how to work together to achieve great things. As they work together, they learn to understand differences and diversity. They learn how teamwork contributes to great performance. By teaching students how to live and work together, the arts contribute to making schools safer and more peaceful learning environments.</li> </ul>			<ul style="list-style-type: none"> <li>very limited discussion with very limited examples in relation to the potential of the Arts in school</li> <li>very limited consideration of the extent to which the Arts should be an important part of the curriculum</li> <li>very limited communication with very limited organisation and expression.</li> </ul>

Section C: The Social Domain

Question		Answer/Indicative content	Mark	Guidance																		
5	a	<p><b>Simple</b> statements may include:</p> <ul style="list-style-type: none"> <li>the illustration is a tug of war (between two issues of importance)</li> <li>the two sides seem to be evenly poised, with neither seeming to have an advantage or more importance</li> <li>each side is digging its heels in (literally and metaphorically)</li> <li>both sides are apparently exerting a great deal of effort and force (gritted teeth) to make their view heard or to exercise some influence.</li> </ul> <p><b>Developed</b> statements may include:</p> <ul style="list-style-type: none"> <li>all communities value their privacy, which might be invaded by surveillance cameras, the proximity of neighbours, neighbourhood watch and overt policing</li> <li>all communities want to be secure and will welcome high profile monitoring and other forms of protection</li> <li>local communities want to enjoy privacy but also have privacy; this could be a political tug of war representing a conflict of importance and priorities.</li> </ul>	6	<p><b>Assessment Objectives Balance</b></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5a</td> <td>2</td> <td>2</td> <td></td> <td>2</td> <td>6</td> </tr> </tbody> </table> <p>A maximum of <b>4 marks</b> may be awarded. Award <b>1 mark</b> for a simple statement. Additional marks may be awarded if the statement is explained fully or an example is used to illustrate an idea. It is possible to achieve full marks for this question by using a single, fully developed statement. There are <b>2 marks</b> for communication.</p> <p><b>Communication</b></p> <table border="1"> <tbody> <tr> <td><b>A2</b></td> <td>A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td><b>A1</b></td> <td>A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td><b>A0</b></td> <td>This is awarded for no response or when the answer is totally incorrect.</td> </tr> </tbody> </table>		AO1	AO2	AO3	AO4	Total	5a	2	2		2	6	<b>A2</b>	A clear response that communicates ideas succinctly and without technical errors.	<b>A1</b>	A response that shows a basic understanding but may contain some ambiguity and technical errors.	<b>A0</b>	This is awarded for no response or when the answer is totally incorrect.
		AO1	AO2	AO3	AO4	Total																
5a	2	2		2	6																	
<b>A2</b>	A clear response that communicates ideas succinctly and without technical errors.																					
<b>A1</b>	A response that shows a basic understanding but may contain some ambiguity and technical errors.																					
<b>A0</b>	This is awarded for no response or when the answer is totally incorrect.																					
b	<p><b>Successful ways</b> may include:</p> <ul style="list-style-type: none"> <li>a circular (global) shape</li> <li>the inclusion of the flags of many nations tightly packed together with no spaces (implies unity)</li> <li>no apparent hierarchy or preferential placement of flags</li> <li>colourful, striking, simple format.</li> </ul> <p><b>Modifications</b> may include:</p> <ul style="list-style-type: none"> <li>the inclusion of text (suggestions can be made)</li> <li>the use of people and faces in order to emphasise racial harmony</li> <li>the inclusion of joining hands to suggest friendship.</li> </ul>	6	<p><b>Assessment Objectives Balance</b></p> <table border="1"> <thead> <tr> <th></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>2</td> <td></td> <td></td> <td>6</td> </tr> </tbody> </table> <p>A maximum of <b>3 marks</b> may be awarded for a successful way and a maximum of <b>3 marks</b> for a modification. Award <b>1 mark</b> for a simple statement. Additional marks may be awarded if the statement is explained fully or an example is used to illustrate an idea.</p>		AO1	AO2	AO3	AO4	Total	5b	4	2			6							
	AO1	AO2	AO3	AO4	Total																	
5b	4	2			6																	



Question	Answer/Indicative content	Mark	Guidance										
	<p>Ways that <b>harmony</b> may be achieved include:</p> <ul style="list-style-type: none"> <li>• negotiation, discussion, compromise</li> <li>• engender mutual respect for common areas of interest               <ul style="list-style-type: none"> <li>- the sport, the family and cultural (religious) beliefs and traditions</li> </ul> </li> <li>• a more even-handed approach in respect of finance (ticket prices), shared natural resources.</li> <li>• exchange visits or collaboration in the arts or science</li> <li>• surveillance by the United Nations or another third party</li> <li>• organising sports and cultural events</li> <li>• foreign aid to help social and economic development.</li> </ul> <p>The success of the answer will largely be dependent on the choice and development of an example(s). The choice of illustration may well present its own unique tensions and possible solutions.</p>		<p><b>4-6 Marks</b> an adequate outline and discussion of tension and partial recognition of its complexity; an adequate understanding of ways of achieving some harmony (or issues that prevent this from happening) with some supporting ideas and examples.</p> <p><b>1-3 Marks</b> a limited outline and discussion of tensions and ways of achieving harmony with a limited number of supporting ideas and examples.</p> <p><b>Communication</b></p> <table border="1" data-bbox="1279 552 2069 1027"> <tbody> <tr> <td data-bbox="1279 552 1352 652"><b>A4</b></td> <td data-bbox="1352 552 2069 652">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 652 1352 753"><b>A3</b></td> <td data-bbox="1352 652 2069 753">A clear response that makes the case clearly using good expression and the minimum of errors.</td> </tr> <tr> <td data-bbox="1279 753 1352 853"><b>A2</b></td> <td data-bbox="1352 753 2069 853">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 853 1352 954"><b>A1</b></td> <td data-bbox="1352 853 2069 954">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 954 1352 1027"><b>A0</b></td> <td data-bbox="1352 954 2069 1027">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </tbody> </table>	<b>A4</b>	A very clear response making a case with facility, using a range of appropriate expression and without technical errors	<b>A3</b>	A clear response that makes the case clearly using good expression and the minimum of errors.	<b>A2</b>	Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.	<b>A1</b>	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.	<b>A0</b>	This is awarded for no response or when the answer is totally incorrect.
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<b>A0</b>	This is awarded for no response or when the answer is totally incorrect.												

## Section D: The Social Domain

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
6	<p>The question involves:</p> <ul style="list-style-type: none"> <li>• briefly describing what the term local government means in the UK</li> <li>• choosing <b>two</b> of the services given in the question</li> <li>• examining the extent to which each service is delivered in a local area.</li> </ul> <p><b>Local government</b></p> <ul style="list-style-type: none"> <li>• an administrative body for a small geographic area, such as a city, town, county</li> <li>• the collective term for local councils or local authorities</li> <li>• local councils are made up of councillors (members) who are voted for by the public in local elections and paid council staff (officers) who deliver services</li> <li>• there are currently 411 councils in the UK</li> <li>• a local government will typically only have control over a specific geographical region, and cannot pass or enforce laws that will affect a wider area</li> <li>• local governments can elect officials, collect taxes, and do things that a national government would do, just on a smaller scale</li> <li>• there are several types of local council, each having responsibility for a particular range of local services Larger towns and cities and some counties have just one</li> </ul>	30	<p>Detailed information about <b>local</b> government is provided. This enables assessors to have details of its extent and influence. A very good knowledge of local government will enable an answer to develop strongly as this will reveal aspects of the system.</p> <p>Candidates are expected to examine the strengths and weaknesses of a local government's ability to deliver the service(s) in order to come to a reasoned conclusion.</p> <p>It will be important to relate ideas to a <b>local</b> area with which the candidate is familiar in order to access the highest mark bands.</p> <p>If the answer concerns itself solely with national government the maximum mark available will be the top of level 3 (<b>18 marks</b>).</p> <p>If only <b>one</b> service is discussed the maximum mark available will be the top of level 3 (<b>18 marks</b>).</p>	<p><b>Level 5 (25-30 Marks)</b></p> <ul style="list-style-type: none"> <li>• very good knowledge of local government and two services showing very good knowledge</li> <li>• very good explanations with very clear examples and development of ideas</li> <li>• very good consideration of two services in a local context examining the extent to which they are delivered successfully with ideas presented precisely and clearly</li> <li>• very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (19-24 Marks)</b></p> <ul style="list-style-type: none"> <li>• good knowledge of local government and two services showing good knowledge</li> <li>• good explanations with clear examples and development of ideas</li> <li>• good consideration of services in a local context examining the extent to which they are delivered successfully with ideas presented clearly</li> <li>• good communication with clear organisation and expression.</li> </ul> <p><b>Level 3 (13-18 Marks)</b></p> <ul style="list-style-type: none"> <li>• adequate knowledge of local</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>council providing all the functions</p> <ul style="list-style-type: none"> <li>• county and city councils are responsible for services across the whole of a county or city, like education, transport, planning, fire and public safety, social care, libraries, waste management and trading standards</li> <li>• district and borough councils cover a smaller area, often a town or rural area, and are usually responsible for services like refuse collection and recycling, council tax, leisure services and housing</li> <li>• unitary authorities are councils that provide one tier of local government and provide all services</li> <li>• Parish and town councils operate at a level below district and borough councils. Parish or town councils are elected and can help on a number of local issues, like planning applications or running local sports grounds and community hall</li> <li>• local government spending is about a quarter of all public spending in the UK. Local councils are funded by a combination of grants from central government, Council Tax and business rates. (In Northern Ireland, district councils still raise money through a domestic rate and a business rate.) They also receive income from investments, council rents, sales and charges for services</li> </ul>			<p>government and two services showing adequate knowledge</p> <ul style="list-style-type: none"> <li>• adequate explanations with examples and some development of ideas</li> <li>• adequate consideration of services in a local context with some examining of the extent to which they are delivered successfully</li> <li>• adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (7-12 Marks)</b></p> <ul style="list-style-type: none"> <li>• limited knowledge of local government and two services showing limited knowledge</li> <li>• limited explanations with few examples and development of ideas</li> <li>• limited consideration of services in a local context with little or no examining of the extent to which they are delivered successfully</li> <li>• limited communication with limited organisation and weak expression.</li> </ul> <p><b>Level 1 (1- 6 Marks)</b></p> <ul style="list-style-type: none"> <li>• very limited knowledge of local government and its services</li> <li>• very limited explanations with very limited, if any, examples and development of ideas</li> <li>• very limited, or no, consideration of services in a local context</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>central government (or the devolved government in Scotland, Wales and Northern Ireland) provides specific and general grants to enable local authorities to deliver all the necessary services. To divide up the funding, the government uses a system based on the number and value of properties in each area and how much it costs to provide services there.</li> <li>Council Tax provides about a quarter of local funding. Local councils set the total Council Tax they need to raise, based on their overall budget for the year</li> <li>central government has powers to ensure that increases in local authority budgets and Council Tax are not excessive.</li> </ul> <p>In examining the extent to which the service(s) is delivered successfully the following may be considered:</p> <ul style="list-style-type: none"> <li>the quality and extent of the service</li> <li>public choice and location/convenience</li> <li>health and public safety in respect of its safe operation and deployment</li> <li>value for money and cost of maintaining</li> <li>alternative services that may be substituted more efficiently and economically</li> <li>the views of groups (such as the disabled or elderly) or people in areas that are more dependent on or affected by the service(s) due to their closeness or distance from or their personal needs.</li> </ul>			<p>examining the extent to which they are delivered successfully</p> <ul style="list-style-type: none"> <li>very limited communication with very limited organisation and very weak expression.</li> </ul>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
7		<p>The question involves:</p> <ul style="list-style-type: none"> <li>• outlining the nature of <b>two</b> of the Nolan Principles</li> <li>• discussing why the principles must be adopted by members of parliament</li> <li>• using examples to illustrate ideas.</li> </ul> <p>A basic summary of the Nolan Principles are:</p> <p><b>Selflessness:</b> acting solely in the public interest with no financial gain or other benefits for themselves, their family or their friends.</p> <p><b>Integrity:</b> no financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.</p> <p><b>Objectivity:</b> in carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, all choices must be made on merit.</p> <p><b>Accountability:</b> accountable for decisions and actions to the public and must be submitted to whatever scrutiny is appropriate to their office.</p> <p><b>Openness:</b> be as open as possible about all the decisions and actions taken. Give reasons for decisions and restrict information only when the wider public interest clearly demands it.</p> <p><b>Honesty:</b> the duty to declare any private interests relating to their public duties and to</p>	30	<p>Candidates are expected to refer to two principles. This would allow access to the full range of marks, though the extent to which the principles are discussed and referred too may well restrict the level award.</p> <p>If only <b>one</b> principle is covered then the maximum mark available will be the top of level 3 (<b>18 marks</b>).</p>	<p><b>Level 5 (25-30 Marks)</b></p> <ul style="list-style-type: none"> <li>• very good outline of two of the Nolan Principles and very good knowledge of their relationship to the role of members of parliament</li> <li>• very good discussion with very clear examples in relation to members of parliament with very clearly developed ideas</li> <li>• very good consideration of two principles in context examining their importance with clarity and precision</li> <li>• very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (19-24 Marks)</b></p> <ul style="list-style-type: none"> <li>• good outline of two of the Nolan Principles and good knowledge of their relationship to the role of members of parliament</li> <li>• good discussion with very clear examples in relation to members of parliament with clearly developed ideas</li> <li>• good consideration of two principles in context examining their importance with clarity</li> <li>• good communication with clear organisation and expression.</li> </ul> <p><b>Level 3 (13-18 Marks)</b></p> <ul style="list-style-type: none"> <li>• adequate outline of two of the Nolan Principles and adequate knowledge of their relationship to</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>take steps to resolve any conflicts arising in a way that protects the public interest.  <b>Leadership:</b> promote and support these principles by leadership and example.</p> <p>In discussing the principles in relation to the duties of members of parliament there may be reference to:</p> <ul style="list-style-type: none"> <li>• personal interests in companies and businesses that might be involved in government contracts and initiatives</li> <li>• the controversy surrounding the expenses of members of parliament</li> <li>• the possibility of members of parliament raising issues that they are asked to by friends and associates</li> <li>• the pursuit of a personal issue or goal</li> <li>• voting or acting in a way that is not necessarily for the common good.</li> </ul>			<p>the role of members of parliament</p> <ul style="list-style-type: none"> <li>• adequate discussion with adequate examples in relation to members of parliament with some developed ideas.</li> <li>• adequate consideration of two principles in partial context examining their elements of their importance</li> <li>• adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (7-12 Marks)</b></p> <ul style="list-style-type: none"> <li>• limited outline of two of the Nolan Principles and limited knowledge of their relationship to the role of members of parliament</li> <li>• limited discussion with limited examples in relation to members of parliament with few developed ideas</li> <li>• limited consideration of two principles in partial context examining their elements of their importance</li> <li>• limited communication with limited organisation and expression.</li> </ul> <p><b>Level 1 (1- 6 Marks)</b></p> <ul style="list-style-type: none"> <li>• a very limited outline of three of the Nolan Principles and limited knowledge of their relationship to the role of members of parliament</li> <li>• very limited discussion with very limited examples in relation to</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
8			<p>The question involves:</p> <ul style="list-style-type: none"> <li>discussing <b>two</b> characteristics of the North-South divide</li> <li>identifying steps that could be done to reduce the divide.</li> </ul> <p><b>The North-South Divide</b> usually refers to:</p> <ul style="list-style-type: none"> <li>economic and cultural differences between <u>Southern England</u> and the rest of Great Britain</li> <li>a division that cuts through the Midlands. <u>Northern Ireland</u> is included as part of the North though the line is not exact and fluctuates</li> <li>a perception that, politically, the South, and particularly the South-East is supportive of the <u>Conservative Party</u>, while the North (particularly the towns and cities) is generally more supportive of the <u>Labour Party</u>.</li> </ul>	30	<p>The quality of an essay will be determined by the candidate's ability to discuss the two characteristics in detail. A general, unspecific view of the North-South Divide would not access the highest mark levels.</p> <p>The question of how the divide may be reduced may involve reference to the two characteristics mentioned or a more general spread of ideas.</p> <p>If only <b>one</b> characteristic is covered then the maximum mark available will be the top of level 3 (<b>18 marks</b>).</p>	<p>members of parliament with very limited ideas</p> <ul style="list-style-type: none"> <li>very limited consideration of two principles with very little examination of their importance</li> <li>very limited communication with very limited organisation and expression.</li> </ul> <p><b>Level 5 (25-30 Marks)</b></p> <ul style="list-style-type: none"> <li>very good knowledge of two characteristics of the North-South Divide</li> <li>very good discussion with very clear examples in relation to the characteristics cited with very clearly developed ideas</li> <li>very good consideration of steps that may be taken, with clarity and precision</li> <li>very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (19-24 Marks)</b></p> <ul style="list-style-type: none"> <li>good knowledge of two characteristics of the North-South Divide</li> <li>good discussion with clear examples in relation to the characteristics cited with clearly developed ideas</li> <li>good consideration of steps that may be taken with clarity</li> </ul>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	<p>The key causes of the <b>North-South Divide</b> include:</p> <ul style="list-style-type: none"> <li>• health conditions, which are generally seen as being worse in the north though spending on health care is higher</li> <li>• house prices, which are higher in the south, particularly the south-east</li> <li>• earnings, which are higher in the south and east</li> <li>• employment opportunities</li> <li>• relative costs of living in both areas</li> <li>• government expenditure, which is higher (relative to tax revenues) in the North but higher in key areas (such as infrastructure investment) in the South</li> <li>• investment in new companies may be greater in the South due to better transport links to the rest of the world (though land is cheaper in the North)</li> <li>• political influence.</li> </ul> <p>The ways in which the divide can be tackled will involve the modification of one the characteristics listed, for example, investment in transport links (HS2, expansion of regional airports) or offering house buyers financial incentives to reduce the amount they have to pay.</p> <p>It may be possible to consider new approaches to existing systems such as:</p> <ul style="list-style-type: none"> <li>• house prices</li> <li>• the cost of goods and services</li> <li>• the investment in health services and education.</li> </ul>			<ul style="list-style-type: none"> <li>• good communication with clear organisation and expression.</li> </ul> <p><b>Level 3 (13-18 Marks)</b></p> <ul style="list-style-type: none"> <li>• adequate knowledge of two characteristics of the North-South Divide</li> <li>• adequate discussion with adequate examples in relation to the characteristics cited with some developed ideas</li> <li>• adequate consideration of steps that may be taken with some clarity</li> <li>• adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (7-12 Marks)</b></p> <ul style="list-style-type: none"> <li>• limited knowledge of two characteristics of the North-South Divide</li> <li>• limited discussion with few examples in relation to the characteristics cited</li> <li>• limited consideration of steps that may be taken, with limited clarity</li> <li>• limited communication with limited organisation and expression.</li> </ul> <p><b>Level 1 (1- 6 Marks)</b></p> <ul style="list-style-type: none"> <li>• very limited knowledge of two characteristics of the North-South Divide</li> <li>• very limited discussion with few, if any, examples in relation to the characteristics cited</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<ul style="list-style-type: none"> <li>• very limited, if any, consideration of steps that may be taken, with very limited clarity</li> <li>• very limited communication with very limited organisation and expression.</li> </ul>

## APPENDIX 1

Generic Levels Mark Scheme for essay questions marked out of 30

## Level 5

AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge</li> <li>show a good understanding of the concepts involved</li> </ul>	25-30
AO2	<ul style="list-style-type: none"> <li>interpret and analyse issues and problems well and evaluates them appropriately</li> <li>use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate very good awareness of the differences between types of knowledge</li> <li>have a very good appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately , using specialist vocabulary where appropriate, in a concise, logical and relevant way</li> <li>use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility</li> </ul>	

## Level 4

AO1	<ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge</li> <li>show an understanding of the concepts involved</li> </ul>	19-24
AO2	<ul style="list-style-type: none"> <li>interpret and analyse issues and problems well and evaluates them competently</li> <li>use evidence to develop reasoned arguments and draw sound conclusions on the evidence</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate good awareness of the differences between types of knowledge</li> <li>have a good appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way</li> <li>use a range of the rules of grammar, punctuation and spelling with facility</li> </ul>	

**Level 3**

AO1	<ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge</li> <li>show an adequate understanding of the concepts involved</li> </ul>	13-18
AO2	<ul style="list-style-type: none"> <li>undertake some interpretation and analysis of issues and problems and make a superficial evaluation</li> <li>use evidence to develop arguments and draw conclusions</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate awareness of the differences between types of knowledge</li> <li>have an appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>communicate clearly, using some specialist vocabulary with facility</li> <li>use some of the rules of grammar, punctuation and spelling with facility</li> </ul>	

**Level 2**

AO1	<ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge</li> <li>show a modest understanding of the concepts involved</li> </ul>	7-12
AO2	<ul style="list-style-type: none"> <li>demonstrate limited interpretation and analysis of issues and problems with limited evaluation</li> <li>use evidence to develop limited arguments and draw limited conclusions</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge</li> <li>have a restricted appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge</li> <li>have a restricted appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	

**Level 1**

AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge which may not be accurate</li> <li>show a restricted understanding of the concepts involved</li> </ul>	0-6
AO2	<ul style="list-style-type: none"> <li>demonstrate poor interpretation and analysis of issues, problems and evaluation</li> <li>recognise arguments and conclusion</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate very limited awareness of the differences between types of knowledge</li> <li>have a very restricted appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms</li> <li>use poor grammar and punctuation, and inaccurate spelling</li> </ul>	

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