

GCE

Humanities

Unit **G101**: Human society and the natural world

General Certificate of Education

Mark Scheme for June 2016

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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.

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Subject-specific Marking Instructions

	AO1 7 marks	AO2 10 marks	AO3 8 marks
Band	Demonstrate knowledge and understanding from across the humanities and social sciences disciplines	Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines	Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reach evidenced conclusions and communicate findings effectively
4	<ul style="list-style-type: none"> • Wide range of relevant accurate and detailed knowledge demonstrated • Thorough explanations with extensive detail <p>6-7 marks</p>	<ul style="list-style-type: none"> • Thorough analysis and interpretation of a wide range of evidence • Thorough evaluation linked to thorough explanations <p>8-10 marks</p>	<ul style="list-style-type: none"> • Sources competently deployed to support arguments • Valid conclusions reached, supported by evidence • Analysis and conclusions accurately and coherently communicated • Spelling, punctuation and grammar accurate; meaning is very clear <p>7-8 marks</p>
3	<ul style="list-style-type: none"> • Adequate knowledge demonstrated, usually accurate and relevant • Adequate explanations, not highly detailed <p>4-5 marks</p>	<ul style="list-style-type: none"> • Adequate analysis and interpretation of a range of evidence • Adequate attempt at evaluation linked to adequate explanations <p>5-7 marks</p>	<ul style="list-style-type: none"> • Sources deployed adequately to support arguments • Conclusions generally valid, but not always supported by evidence • Analysis and conclusions adequately communicated in a structured way • Spelling, punctuation and grammar usually accurate and meaning generally clear <p>5-6 marks</p>

	AO1 7 marks	AO2 10 marks	AO3 8 marks
Band	Demonstrate knowledge and understanding from across the humanities and social sciences disciplines	Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines	Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reach evidenced conclusions and communicate findings effectively
2	<ul style="list-style-type: none"> Basic, relevant and accurate knowledge demonstrated Limited or partial explanations <p>2-3 marks</p>	<ul style="list-style-type: none"> Limited analysis and interpretation of a limited range of evidence Limited evaluation linked to partial explanations <p>2-4 marks</p>	<ul style="list-style-type: none"> Some sources deployed to support limited arguments Some valid conclusions, but limited and not closely related to evidence Analysis and conclusions broadly related to task, but some vagueness in communication Spelling, punctuation and grammar have some inaccuracies and meaning not always clear <p>3-4 marks</p>
1	<ul style="list-style-type: none"> Little knowledge demonstrated, not always relevant or accurate Vague or largely incoherent explanations <p>1 mark</p>	<ul style="list-style-type: none"> Inadequate attempt at analysis and interpretation Inadequate evaluation linked to vague or largely incoherent explanations <p>1 mark</p>	<ul style="list-style-type: none"> Sources only loosely related to arguments Conclusions inadequately supported by evidence or asserted with no justification Analysis and conclusions largely unrelated to task and communication vague or largely incoherent Spelling, punctuation and grammar inaccurate and obscure meaning <p>1-2 marks</p>
0	<ul style="list-style-type: none"> No relevant material 	<ul style="list-style-type: none"> No relevant material 	<ul style="list-style-type: none"> No relevant material

Question		Answer	Marks	Guidance
1	a	<p>AO 1 Knowledge and Understanding accounts for all 5 marks.</p> <p>Indicative content: Candidates may refer to some of the following factors</p> <ul style="list-style-type: none"> • Natural fibres - accept eg. Wool/cotton (i.e. land) • Spinning jenny / factory as opposed to spinning wheel/home (i.e. capital) • Small-scale became mass production • Ready supply of workers to operate the machinery (i.e. labour) • Risk taking and innovation by owners in embracing this new technology. <p>Level 3 (5 marks) Thorough use of information extracted from the source to demonstrate clear understanding of the demands of the question. Relevant, accurate and detailed deployment of information from the source used to demonstrate thorough knowledge and understanding to write a detailed descriptive answer.</p> <p><u>Indicative content:</u> The candidate makes good use of the material. Most of the factors of production are identified and are illustrated by clear use of examples. There may be some comparison between factors of production before and after the spinning jenny although this is not strictly required by the question.</p> <p>Level 2 (3-4 marks) Adequate use of information extracted from the source to demonstrate an adequate understanding of the demands of the question. Adequate relevant and accurate use of information from the source to demonstrate adequate knowledge and understanding to write a descriptive answer.</p> <p><u>Indicative content:</u> The candidate makes adequate use of the material. Most of the factors of production are identified but may not be described in detail or 2-3 factors are described in detail but some omitted. There may be some awareness of changes in production.</p>	[5]	<p>Credit land/capital/labour as potential level 3 answer.</p> <p>Candidates will be expected to use most of the points available to develop an answer which shows thorough understanding of the demands of the question with relevant and accurate use of the information to produce a detailed answer.</p> <p>Candidates will be expected to use some of the points available to develop an answer which shows an adequate understanding of the demands of the question with adequate use of the information contained in the source to produce a less detailed answer</p> <p>Candidates use limited information to develop an answer which shows a limited understanding of the demands of the question to produce a limited answer.</p>

Question		Answer	Marks	Guidance
		<p>Level 1 (1-2 marks) Limited information extracted from the source to demonstrate limited understanding of the demands of the question. Limited use of relevant and accurate information from the source to demonstrate limited knowledge and understanding needed to write a descriptive answer.</p> <p><u>Indicative content:</u> The candidate makes limited use of the material. Some factors of production are identified but description are vague or inaccurate. There will be little or no use of the source.</p> <p>Level 0 (0 marks) No relevant material.</p>		
1	b	<p>AO1 Knowledge and Understanding accounts for 4 marks. AO2 Analysis, interpretation and evaluation accounts for 6 marks.</p> <p>Indicative Content:</p> <ul style="list-style-type: none"> • Process of production became more cost effective (Cost of thread/finished products was reduced) • Increased demand for skilled workers, leading to higher wages • On some occasions mechanisation was greeted with hostility (e.g. violence, discontent, murder) <p>Own knowledge:</p> <ul style="list-style-type: none"> • Lower costs enabled factory owners to increase output / reduce prices • Mechanised system was not dependent on existing demand: it created its own market at home and abroad • Mechanisation led to some jobs previously done by workers being done by machines • Organised hostility towards change (e.g.Luddites, fear of losing jobs) 	[10]	<p>For higher levels, candidates should mention effects on both work and workers.</p> <p>Lower levels will cite examples only/paraphrase source</p>

Question	Answer	Marks	Guidance
	<p>Level 3 (7-10 marks) Thorough use of information extracted from the source and the candidates own knowledge to demonstrate clear understanding of the demands of the question. Thorough analysis, interpretation and evaluation of the source and own knowledge is demonstrated to structure a relevant, accurate, detailed and balanced response to the question.</p> <p><u>Indicative content:</u> Thorough explanations of the effects of mechanisation such as how production costs were lowered and the benefits of reduced prices. There may be some understanding of the underlying economic principles. There may also be a clear explanation as to how mechanisation led to unemployment.</p> <p>Level 2 (4-6 marks) Adequate use of information extracted from the source and own knowledge to demonstrate an adequate understanding of the demands of the question. Adequate analysis, interpretation and evaluation of the source and own knowledge is demonstrated to structure an adequate response to the question.</p> <p><u>Indicative content:</u> Reasonable explanations of the effects of mechanisation such as how production costs were lowered and the benefits of reduced prices. There may also be a clear explanation as to how mechanisation led to unemployment. Explanations may be partial or incomplete</p> <p>Level 1 (1-3 marks) Limited information extracted from the source and own knowledge demonstrating a limited understanding of the demands of the question. Limited analysis, interpretation and evaluation of the source and own knowledge is demonstrated to structure a limited response to the question.</p> <p><u>Indicative content:</u> Limited explanations of the effects of mechanisation such as how production costs were lowered and the benefits of reduced prices. There may also be some explanation as to how mechanisation led to unemployment. Explanations may be vague or contain confusion or errors.</p> <p>Level 0 (0 marks) No relevant material.</p>		<p>Candidates will be expected to use the source and own knowledge demonstrating thorough understanding of and competency in responding to the demands of both AO's to achieve this level. Candidates whose use of the source/own knowledge is unbalanced should be awarded marks at the bottom of the level.</p> <p>Candidates will be expected to use the source and own knowledge to demonstrate adequate understanding of the demands of both AO's to achieve this level. Candidates whose use of the source/own knowledge is unbalanced should be awarded marks at the bottom of the level.</p> <p>Candidates are unlikely to produce a balanced answer using the source and own knowledge. Candidates use limited information to develop an answer which shows a limited understanding of the demands of the question to produce a limited answer.</p>

Question		Answer	Marks	Guidance
1	c	<p>AO1 Knowledge and understanding accounts for 7 marks. AO2 Analysis, interpretation and evaluation accounts for 10 marks. AO3 Methods, use of sources and communication accounts for 8 marks.</p> <p>The subject specific levels mark scheme on pages 4 and 5 must be referenced.</p> <p>Indicative Content</p> <p>Source A:</p> <ul style="list-style-type: none"> • Made production easier; increased productivity • Ownership of means of production was taken away from individual workers <p>Source B:</p> <ul style="list-style-type: none"> • Higher wages, thus higher living standards • Social unease / unrest <p>Source C:</p> <ul style="list-style-type: none"> • Exploitation of land (coal, oil and natural gas) • Air and water pollution • Fewer jobs in the countryside, leading to migration to towns <p>Own knowledge</p> <p>Candidates may explain that demand from abroad for British products led to increased prosperity. However this led to a depletion of resources and a destruction of nature</p> <p>Candidates may also explain that there were rapid changes in technology and scale of production. This also led to urbanisation which had physical, economic and social consequences.</p>	[25]	.

Question	Answer	Marks	Guidance
	<p>Candidates may argue that the benefits outweighed the costs as Britain as a whole became more prosperous. Alternatively candidates may argue that the costs of this prosperity were too great in social terms. This may be illustrated by reference to the poverty of some urban areas as well as the isolation felt by the rural communities that were left behind.</p> <p>Candidates need to reach a clear overall judgement supported by evidence in order to reach the higher levels.</p> <p>Level 4 Thorough use of information extracted from sources and own knowledge demonstrates thorough understanding of the demands of the question. Thorough analysis, interpretation and evaluation of sources and own knowledge enables candidate to structure a balanced response. Candidate to a clear conclusion closely related to evidence.</p> <p>Level 3 Adequate use of information extracted from sources and own knowledge demonstrates adequate understanding of the demands of the question. Adequate analysis, interpretation and evaluation of sources and own knowledge enables candidate to structure an adequate response to the question. Candidate comes to a clear conclusion based on evidence.</p> <p>Level 2 Limited use of information extracted from sources and own knowledge demonstrate a limited understanding of the demands of the question. Limited analysis, interpretation and evaluation of the sources and own</p>		<p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • Wide range of relevant knowledge • Thorough explanations (6-7 marks) <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Analysis of evidence • Evaluation linked to explanation (8-10 marks) <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Conclusions with argument/evidence • Good communication (7-8 marks) <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • Adequate knowledge • Adequate explanations lacking detail (4-5 marks) <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Attempt analysis of evidence • Attempt link of evaluation/explanation (5-7 marks) <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Valid conclusions lacking support • Communication generally clear (5-6 marks) <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • Basic knowledge (2-3 marks) • Limited or partial explanations

Question	Answer	Marks	Guidance
	<p>knowledge produces a limited response to the question. Candidate comes to a conclusion but this is only loosely evidenced.</p> <p>Level 1 Few relevant points are made. Little evidence is offered in support. Sources are not used to support point. Conclusion is superficial, unclear or absent.</p> <p>Level 0 (0 marks) No relevant material.</p>		<p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Limited analysis of limited evidence • Limited evaluation partial explanations (2-4 marks) <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Conclusions poorly evidenced • Communication has errors(3-4 marks) <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • Little relevant knowledge • Vague explanations(1 mark) <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Inadequate analysis • Inadequate evaluation(1 mark) <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Conclusions no justifications • Communication inaccurate(1-2 marks)

Question		Answer	Marks	Guidance
2	a	<p>AO 1 Knowledge and Understanding accounts for all 5 marks.</p> <p>Indicative Content: Source D</p> <ul style="list-style-type: none"> - Candidates may identify the idea that the earth is one living organism as being the key idea of Gaia theory. - The earth as a whole will survive - Lovelock now argues that we are able to affect the earth's regulatory system. - It is possible that the data has been taken too far. No-one is entirely sure what will happen. - Admits he was 'alarmist' – views have changed. <p>Own knowledge: Gaia theory suggests that the earth as one living organism self regulates and may alter the climate to compensate for human activity Candidates may also refer to Lovelock's example of how the earth adapted following the ice age.</p> <p>Level 3 (5 marks) Thorough use of information extracted from the source to demonstrate clear understanding of the demands of the question. Relevant, accurate and detailed deployment of information from the source used to demonstrate thorough knowledge and understanding to write a detailed descriptive answer.</p> <p><u>Indicative content:</u> The candidate makes good use of the material in the source. There is a clear description of Gaia theory including the idea that the earth compensates for our actions. This is likely to be illustrated with examples. There will also be a contrast to Lovelock's more recent ideas perhaps exploring why we cannot be certain of future effects.</p>	[5]	<p>Candidates will be expected to use most of the points available to develop an answer which shows thorough understanding of the demands of the question with relevant and accurate use of the information to produce a detailed answer.</p>

Question	Answer	Marks	Guidance
	<p>Level 2 (3-4 marks) Adequate use of information extracted from the source to demonstrate an adequate understanding of the demands of the question. Adequate relevant and accurate use of information from the source to demonstrate adequate knowledge and understanding to write a descriptive answer.</p> <p><u>Indicative content:</u> The candidate makes adequate use of the material in the source. There is a description of Gaia theory including the idea that the earth compensates for our actions. This may be illustrated with examples. There will also be a contrast to Lovelock's more recent ideas perhaps exploring why we cannot be certain of future effects. However descriptions will be partial or lacking in clarity</p> <p>Level 1 (1-2 marks) Limited information extracted from the source to demonstrate limited understanding of the demands of the question. Limited use of relevant and accurate information from the source to demonstrate limited knowledge and understanding needed to write a descriptive answer.</p> <p><u>Indicative content:</u> The candidate makes limited use of the material in the source. There is some understanding of Gaia theory or Lovelock's more recent ideas that we cannot be entirely certain of future effects. However there is significant omission or confusion.</p> <p>Level 0 (0 marks) No relevant material.</p>		<p>Candidates will be expected to use some of the points available to develop an answer which shows an adequate understanding of the demands of the question with adequate use of the information contained in the source to produce a less detailed answer</p> <p>Candidates use limited information to develop an answer which shows a limited understanding of the demands of the question to produce a limited answer.</p>

Question	Answer	Marks	Guidance
2 b	<p>AO1 Knowledge and Understanding accounts for 4 marks. AO2 Analysis, interpretation and evaluation accounts for 6 marks.</p> <p>Indicative content: Candidates may note that the chart appears to indicate that the non-religious are more likely to believe in global warming as linked to human activity than the religious believer. It also suggests that belief in global warming is lowest amongst evangelical groups. 31% reject global warming compared to 18% of the non-religious. Candidates may also note that there is variation amongst racial groups and suggest that race and culture are an influence as well as/instead of religion. Candidates may express a note of caution about the findings particularly with regard to ethnic groups as there be very small raw numbers. In all groups, the majority of respondents believe global warming is occurring.</p> <p>Own Knowledge Candidates may be aware amongst some American Christians there is a lack of interest in environmental action due to the belief that Jesus will return and there will be a new heaven and earth Candidates may be aware that historically America has been cautious or slow to act and agree to emission controls.</p> <p>Level 3 (7-10 marks) Thorough use of information extracted from the source and the candidates own knowledge to demonstrate clear understanding of the demands of the question. Thorough analysis, interpretation and evaluation of the source and own knowledge is demonstrated to structure a relevant, accurate, detailed and balanced response to the question.</p> <p><u>Indicative content:</u> The candidate makes good use of the material in the source. The variation in attitudes to global warming is identified and explanation is given that draws on the source and the candidate's own knowledge. There may also be some comment about the validity of the survey – this can be credited but is not essential for full marks.</p>	[10]	<p>Candidates will be expected to use the source and own knowledge demonstrating thorough understanding of and competency in responding to the demands of both AO's to achieve this level. Candidates whose use of the source/own knowledge is unbalanced should be awarded marks at the bottom of the level.</p>

Question	Answer	Marks	Guidance
	<p>Level 2 (4-6 marks) Adequate use of information extracted from the source and own knowledge to demonstrate an adequate understanding of the demands of the question. Adequate analysis, interpretation and evaluation of the source and own knowledge is demonstrated to structure an adequate response to the question.</p> <p><u>Indicative content:</u> The candidate makes satisfactory use of the material in the source. The variation in attitudes to global warming is identified and some possible explanations are offered but the explanation or the use of evidence may not be sharp.</p> <p>Level 1 (1-3 marks) Limited information extracted from the source and own knowledge demonstrating a limited understanding of the demands of the question. Limited analysis, interpretation and evaluation of the sources and own knowledge is demonstrated to structure a limited response to the question.</p> <p><u>Indicative content:</u> The candidate makes limited use of the material in the source. Some of the information may be missed or misinterpreted. There may be limited use of the source. Vague statements that religious believers care less about the environment may be offered but not developed further.</p> <p>Level 0 (0 marks) No relevant material.</p>		<p>Candidates will be expected to use the source and own knowledge to demonstrate adequate understanding of the demands of both AO's to achieve this level. Candidates whose use of the source/own knowledge is unbalanced should be awarded marks at the bottom of the level.</p> <p>Candidates are unlikely to produce a balanced answer using the source and own knowledge. Candidates use limited information to develop an answer which shows a limited understanding of the demands of the question to produce a limited answer.</p>

Question	Answer	Marks	Guidance
c	<p>AO1 Knowledge and understanding accounts for 7 marks. AO2 Analysis, interpretation and evaluation accounts for 10 marks. AO3 Methods, use of sources and communication accounts for 8 marks.</p> <p>The subject specific levels mark scheme on pages 4 and 5 must be referenced.</p> <p>Indicative Content:</p> <p><i>Source D</i></p> <ul style="list-style-type: none"> - The Gaia Hypothesis although not explicitly religious has spiritual undertones and can be seen as similar to the oneness of life present in Eastern thought. - Candidates may use this to argue for the above or equally may site the Gaia Hypothesis as illustrative of the fact that secular approaches to the environment are better than those of religion <p><i>Source E</i></p> <ul style="list-style-type: none"> - Reinforces the view that religious believers are less concerned about the environment than the general population - Could be used to argue that culture and race are also important in affecting views of the natural world - Candidates may pick up on the limited sample size and discuss how accurate the survey is. They may also argue that this survey even if accurate applies to one faith in one country. It cannot be held to be representative of religion as a whole <p><i>Source F</i></p> <ul style="list-style-type: none"> - Suggests that religious ideas in the west are fundamentally unhelpful as they are rooted in conservation ethics rather than deeper approaches - Given that eastern religion values oneness it could be argued that the quote in the question is unhelpful and is not representative of religion as a whole. 	[25]	.

Question	Answer	Marks	Guidance
	<p>- Some candidates may pick up on the contrast between actions and motives and question whether it matters what people believe (ie. Their motives) so long as their actions are the right ones</p> <p>Own knowledge Candidates may explore in some detail various religious attitudes to the natural world. They may explain in detail what is meant by conservation ethics – the idea that we act on environment matters for the sake of human beings. This may be contrasted with an approach such as deep ecology which sees an intrinsic value in all living things</p> <p>They may apply this discussion to religious belief to raise arguments about the motivation behind religious attitudes or the lack of concern over environmental issues. They may argue that religious belief is only significant to those who are religious and that there are other factors that are more significant in determining attitudes to the natural world.</p> <p>Level 4 Thorough use of information extracted from sources and own knowledge demonstrates thorough understanding of the demands of the question. Thorough analysis, interpretation and evaluation of sources and own knowledge enables candidate to structure a balanced response. Candidate to a clear conclusion closely related to evidence.</p> <p>Level 3 Adequate use of information extracted from sources and own knowledge demonstrates adequate understanding of the demands of the question. Adequate analysis, interpretation and evaluation of sources and own knowledge enables candidate to structure an adequate response to the question.</p>		<p>Use of accepted terminology should be credited for Level 3.</p> <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • Wide range of relevant knowledge • Thorough explanations (6-7 marks) <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Thorough analysis of evidence • Evaluation linked to explanation(8-10) <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Conclusions with argument/evidence • Good communication(7-8 marks) <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • Adequate knowledge • Adequate explanations lacking detail (4-5 marks)

Question	Answer	Marks	Guidance
	<p>Candidate comes to a clear conclusion based on evidence.</p> <p>Level 2 Limited use of information extracted from sources and own knowledge demonstrate a limited understanding of the demands of the question. Limited analysis, interpretation and evaluation of the sources and own knowledge produces a limited response to the question. Candidate comes to a conclusion but this is only loosely evidenced.</p> <p>Level 1 Few relevant points are made. Little evidence is offered in support. Sources are not used to support point. Conclusion is superficial, unclear or absent.</p> <p>Level 0 (0 marks) No relevant material.</p>		<p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Adequate analysis of evidence • Adequate link of evaluation/explanation (5-7 marks) <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Valid conclusions lacking support • Communication generally clear (5-6 marks) <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • Basic knowledge (2-3 marks) • Limited or partial explanations <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Limited analysis of limited evidence • Limited evaluation partial explanations (2-4 marks) <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Conclusions poorly evidenced • Communication has errors(3-4 marks) <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • Little relevant knowledge • Vague explanations(1 mark) <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Inadequate analysis • Inadequate evaluation(1 mark) <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Conclusions no justifications • Communication inaccurate(1-2 marks)

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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