

GCE

General Studies

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

Advanced GCE

Mark Scheme for June 2017

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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

| Annotation | Meaning |
|---|---|
|  | Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response. |
|  | Positive |
|  | Negative |
|  | 0 marks for AO4 |
|  | 1 mark for AO4 |
|  | 2 marks for AO4 |
|  | 3 marks for AO4 |
|  | 4 marks for AO4 |
|  | Point worthy of credit |
|  | Incorrect |
|  | Development |
|  | Example / reference |
|  | Evaluation |
|  | Loss of/uneven Focus |
|  | Not answering the question |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | |
|----------|--|-------|---|----------|-------|-----|-----|-----|-------|---|---|---|---|---|----|
| 1 | <p><i>‘The best art is that which affects you as an individual. First it must catch your attention, then draw you in, then move you in some way – whether it makes you think or changes the way you think or, like great music, just makes you feel so much better for having become involved.’ Hugh Moss</i></p> <p>Briefly explain the views expressed by Hugh Moss about art. Choose two examples from one art form to illustrate your answer.</p> <p>The question involves:</p> <ul style="list-style-type: none"> explaining why an artist’s work can be said to be great justifying the reasons for this conclusion referring to one art form referring to two examples from the chosen art form. <p>Annotation: eg for each example within chosen art form ticks for explanation of views dev for development of explanation or example 0,1,2 for communication AO4</p> <p>When judging a work of art the following</p> | 10 | <p>Assessment Objective Balance</p> <table border="1" data-bbox="1084 280 1899 352"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>Content</p> <p>7- 8 marks Very good explanation of views expressed by Hugh Moss, illustrated using two works from one art form. Very good justification offered with points that are supported and fully developed.</p> <p>5-6 marks Good explanation of views expressed by Hugh Moss, illustrated using two works from one art form. Good justification offered with points that are supported and developed.</p> <p>3-4 marks Adequate explanation of views expressed by Hugh Moss, illustrated using two works from one art form. Some justification offered with points that have some support and development.</p> <p>1-2 marks: Limited explanation of views expressed by Hugh Moss, illustrated using two works from one art form. Limited justification offered with points that have limited support and development.</p> <p>Communication</p> | Question | AO1 | AO2 | AO3 | AO4 | Total | 1 | 2 | 6 | 0 | 2 | 10 |
| Question | AO1 | AO2 | AO3 | AO4 | Total | | | | | | | | | | |
| 1 | 2 | 6 | 0 | 2 | 10 | | | | | | | | | | |

| Question | Answer | Marks | Guidance | | | | | | |
|----------------|---|-------|--|----------------|---|---------------|--|----------------|--|
| | <p>criteria may be referred to:</p> <ul style="list-style-type: none"> • <i>appeal</i> – an appreciation of an artist’s skill • <i>meaning</i> – some works have special, personal, emotional meaning and a connection for some people; it may stand out for its uniqueness • <i>clarity</i> – it’s easy to follow or view or listen to though it may have some unusual characteristics that make it appealing • <i>story</i> – that reaches a person or has personal significance or connects with a passion or belief • <i>longevity</i> – unique, never-repeated qualities, lasting popularity, continued relevance, nothing else matches it. <p>Other criteria might relate to subjective reaction and viewpoints and may refer to:</p> <ul style="list-style-type: none"> • the personality of an artist, their beliefs and values • the characters they invent, content of their work, the theme of their work, the statements they are making • physical elements (such as melodies, language, colours and | | <table border="1" data-bbox="1084 209 1910 453"> <tr> <td data-bbox="1084 209 1285 280">2 marks</td> <td data-bbox="1285 209 1910 280">A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td data-bbox="1084 280 1285 384">1 mark</td> <td data-bbox="1285 280 1910 384">A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td data-bbox="1084 384 1285 453">0 marks</td> <td data-bbox="1285 384 1910 453">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content.</p> <p>Where an answer offers one example of a work of art or gives two art forms the maximum mark available will be 6. If two art forms given, read both and credit better response.</p> <p>Where an answer offers no examples of works of art the maximum mark available will be 4.</p> | 2 marks | A clear response that communicates ideas succinctly and without technical errors. | 1 mark | A response that shows a basic understanding but may contain some ambiguity and technical errors. | 0 marks | This is awarded for no response or when the answer is totally incorrect. |
| 2 marks | A clear response that communicates ideas succinctly and without technical errors. | | | | | | | | |
| 1 mark | A response that shows a basic understanding but may contain some ambiguity and technical errors. | | | | | | | | |
| 0 marks | This is awarded for no response or when the answer is totally incorrect. | | | | | | | | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | |
|----------|---|-------|---|----------|-------|-----|-----|-----|-------|---|---|---|---|---|----|
| | <p>textures, construction materials)</p> <ul style="list-style-type: none"> • impact on society, on individuals, on communities, on the nation. <p>Answers to the question may consist of purely personal views and this is to be expected. An artistic work can mean something special, unique and different to a person therefore in considering viewpoints a flexible approach is required.</p> <p>A very good answer may discuss Moss’s views implicitly within their examples.</p> <p>Art includes: <i>architecture, fashion, photography, painting (including graffiti art), sculpture, stage, screen (including television), music, and the written word.</i></p> | | | | | | | | | | | | | | |
| 2 | <p><i>Using the themes portrayed by the illustration, justify two views held by people who consider that social science cannot be objective.</i></p> <p>The illustrator is trying to say that:</p> <ul style="list-style-type: none"> • people are given labels and titles, often on a less formal or personal level • the title is awarded as a result of the subjective view of those involved, in this case the grandchildren of the man • when people make judgements they use | 10 | <p>Assessment Objective Balance</p> <table border="1" data-bbox="1086 917 1899 986"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>Content</p> <p>Award 2 marks for a reasoned interpretation of the cartoon. Award 1 mark for a simple statement.</p> <p>Award up to 6 marks for the explanation of two opinions concerning objectivity in social science.</p> <p>5-6 marks Very good explanation and clear justification of two opinions.</p> <p>3-4 marks</p> | Question | AO1 | AO2 | AO3 | AO4 | Total | 2 | 2 | 6 | 0 | 2 | 10 |
| Question | AO1 | AO2 | AO3 | AO4 | Total | | | | | | | | | | |
| 2 | 2 | 6 | 0 | 2 | 10 | | | | | | | | | | |

| Question | Answer | Marks | Guidance | | | | | | |
|----------------|---|-------|---|----------------|---|---------------|--|----------------|--|
| | <p>gut feeling and instinct as well as partisan views</p> <ul style="list-style-type: none"> no one questions the method being used methods, processes and procedures are not used for the decision making process. <p>Annotation: Tick for view/opinion held dev for development 0,1,2 for communication AO4</p> <p>Social science might not be regarded as objective because:</p> <ul style="list-style-type: none"> scientists use measurements, numbers, calculations, and statistics to prove their theories; social scientists, in most cases, need to add their own, non-empirical feelings and emotions society is not a physical object which can be manipulated society is a produce of its environment and therefore a definitive, objective definition of society and its behaviour is difficult to achieve as environments vary so much | | <p>Good explanation and some justification of two opinions.</p> <p>1-2 marks Basic explanation of two opinions with no justification.</p> <p>Communication</p> <table border="1" data-bbox="1086 446 1915 694"> <tr> <td>2 marks</td> <td>A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td>1 mark</td> <td>A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td>0 marks</td> <td>This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content.</p> | 2 marks | A clear response that communicates ideas succinctly and without technical errors. | 1 mark | A response that shows a basic understanding but may contain some ambiguity and technical errors. | 0 marks | This is awarded for no response or when the answer is totally incorrect. |
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| Question | Answer | Marks | Guidance | | | | | | | | | | | | |
|----------|---|-------|--|----------|-------|-----|-----|-----|-------|---|---|---|---|---|----|
| | <ul style="list-style-type: none"> Weber proposed an idea of 'relative objectivity' where a social scientist proposed all of his assumptions before embarking on a study; this way, a scientist worked within a set of rules or boundaries that imitated natural science; changes had to be made to approach objectivity. <p>Social science is not just psychology and sociology. It includes: anthropology, economics, education, geography, history, law, and politics. Many of these areas rely on personal input and opinion though have elements of objectivity. Examples taken from any area would support a good response.</p> <p>If only one view offered (question asks to justify two views), max 6 (4+2)</p> | | | | | | | | | | | | | | |
| 3 | <p><i>A construction company wishes to regenerate the site of a former coal mine and power station. The development will provide new houses, a new primary school, a leisure centre and a small shopping mall.</i></p> <p><i>Outline and explain two methods of research that prospective housing</i></p> | 10 | <p>Assessment Objective Balance</p> <table border="1" data-bbox="1084 1161 1899 1235"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p>Content</p> <p>7-8 marks</p> <p>Very good outline of two methods of research with very good explanation and support making very good reference to parts of the</p> | Question | AO1 | AO2 | AO3 | AO4 | Total | 3 | 2 | 6 | 0 | 2 | 10 |
| Question | AO1 | AO2 | AO3 | AO4 | Total | | | | | | | | | | |
| 3 | 2 | 6 | 0 | 2 | 10 | | | | | | | | | | |

| Question | Answer | Marks | Guidance | | | | | | |
|----------------|--|-------|--|----------------|---|---------------|--|----------------|--|
| | <p><i>developers and civil engineers might use to gather the information needed to convince the city council to approve the project.</i></p> <p>A successful bid to carry out the project would involve some of the following methods:</p> <p>Qualitative Research</p> <ul style="list-style-type: none"> • involves exploratory research used to gain an understanding of underlying reasons, opinions, and the motivations of a project • provides insights into a problem or helps to develop ideas or hypotheses • uncovers trends in thought and opinions, and dives deeper into the problem • uses data collection methods such as unstructured or semi-structured techniques. Some common methods include focus groups (group discussions), individual interviews, and participation or observations. The sample size is typically small, and respondents are selected to fulfil a given quota. <p>Quantitative Research</p> <ul style="list-style-type: none"> • quantifies the problem by way of generating numerical data or data that can be transformed into useable statistics | | <p>construction outlined in the question.</p> <p>5-6 marks Good outline of two methods of research with good explanation and support making good reference to parts of the construction outlined in the question.</p> <p>3-4 marks Adequate outline of two methods (possibly one) of research with some explanation and support making partial reference to parts of the construction outlined in the question.</p> <p>1-2 marks Limited outline of two methods (possibly one) of research with limited explanation and support making limited or no reference to parts of the construction outlined in the question.</p> <p>Communication marks</p> <table border="1" data-bbox="1086 895 1910 1137"> <tr> <td data-bbox="1086 895 1288 967">2 marks</td> <td data-bbox="1288 895 1910 967">A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td data-bbox="1086 967 1288 1067">1 mark</td> <td data-bbox="1288 967 1910 1067">A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td data-bbox="1086 1067 1288 1137">0 marks</td> <td data-bbox="1288 1067 1910 1137">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content.</p> | 2 marks | A clear response that communicates ideas succinctly and without technical errors. | 1 mark | A response that shows a basic understanding but may contain some ambiguity and technical errors. | 0 marks | This is awarded for no response or when the answer is totally incorrect. |
| 2 marks | A clear response that communicates ideas succinctly and without technical errors. | | | | | | | | |
| 1 mark | A response that shows a basic understanding but may contain some ambiguity and technical errors. | | | | | | | | |
| 0 marks | This is awarded for no response or when the answer is totally incorrect. | | | | | | | | |

| Question | | Answer | Marks | Guidance | | | | | | |
|----------|--|---|-------|-------------------------------------|------------|------------|------------|------------|--------------|--|
| | | <ul style="list-style-type: none"> quantifies attitudes, opinions, behaviours, and other defined variables – and can generalize results from a larger sample population uses measurable data to formulate facts and uncover patterns in research uses data collection methods that are much more structured than Qualitative data collection methods. Quantitative data collection methods include various forms of surveys – online surveys, paper surveys, mobile surveys and kiosk surveys, face-to-face interviews, telephone interviews, longitudinal studies, website interceptors, online polls, and systematic observations. <p>Annotation: Tick for method of research dev for development 0,1,2 for communication AO4</p> <p>The quality of the answer will be determined by the level of detail and sophistication suggested by the methods used.</p> | | | | | | | | |
| 4 | | <i>Annual numbers of visitors to libraries have fallen significantly in just four years, with particularly sharp drops in deprived</i> | 20 | Assessment Objective Balance | | | | | | |
| | | | | Question | AO1 | AO2 | AO3 | AO4 | Total | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | | |
|----------------|---|-------|---|---|----|--|--|--|---|---|---|---|---|----|----------------|---|
| | <p><i>communities, as austerity measures force closures across the country. Labour's former Shadow Arts Minister, Chris Bryant, said: 'Libraries are a vital part of the social and cultural life of this country. They extend opportunities for people, whatever their background, to read, learn and explore and they help to bridge the widening inequality gap in the country.'</i></p> <p>Describe and evaluate the importance of maintaining public libraries from cultural, social, and scientific perspectives.</p> <p>A selection of issues may include the following: Important:</p> <ul style="list-style-type: none"> • an Oxford University study shows that reading books improves your life chances. Public libraries are seen as an important way to improve reading skills in South Korea where 180 new ones are being built. Russia is expanding its libraries in order to boost Russian culture [C] • using a library improves your children's reading ability according to National Literacy Trust [C,Sc] • scientific research has recently shown the act of reading the printed word seems to imprint knowledge better than using a computer screen [S] • a lack of access to the internet can reduce exam results by a grade. Public libraries can provide that access to | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%; text-align: center;">4</td> <td style="width: 16.6%; text-align: center;">7</td> <td style="width: 16.6%; text-align: center;">7</td> <td style="width: 16.6%; text-align: center;">2</td> <td style="width: 16.6%; text-align: center;">4</td> <td style="width: 16.6%; text-align: center;">20</td> </tr> </table> <p>Content</p> <p>Level 4 (13 – 16 marks)</p> <ul style="list-style-type: none"> • very good selection of ideas • very good development and explanation of viewpoints • very good examples cited • very good sense of balance and understanding of the limits of the viewpoints. <p>Level 3 (9 – 12 marks)</p> <ul style="list-style-type: none"> • good selection of ideas • good development and explanation of viewpoints • good examples cited • good sense of balance and understanding of the limits of the viewpoints. <p>Level 2 (5 – 8 marks)</p> <ul style="list-style-type: none"> • adequate selection of ideas • adequate development and explanation of viewpoints • some simple examples cited • simple sense of balance and understanding of the limits of the viewpoints. <p>Level 1 (0 – 4 marks)</p> <ul style="list-style-type: none"> • limited selection of ideas • limited development and explanation of viewpoints • limited examples cited • limited sense of balance and understanding of the limits of the viewpoints. <p>Communication</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">4 marks</td> <td>A very clear response making a case with facility, using a range of appropriate</td> </tr> </table> | | | | | | 4 | 7 | 7 | 2 | 4 | 20 | 4 marks | A very clear response making a case with facility, using a range of appropriate |
| 4 | 7 | 7 | 2 | 4 | 20 | | | | | | | | | | | |
| 4 marks | A very clear response making a case with facility, using a range of appropriate | | | | | | | | | | | | | | | |

| Question | Answer | Marks | Guidance | |
|----------|--|-------|----------------|---|
| | <p>children who do not have it at home [S,Sc]</p> <ul style="list-style-type: none"> • lack of literacy exacerbated by lack of adequately funded libraries can lead to problems for British business [S] • libraries are one of the places people go when school fails them; for example, Terry Pratchett credits his education to Beaconsfield Public Library. They are about lifelong learning [C,S] • a significant proportion of the population (23% according to the Office of National Statistics) does not have an internet connection at home. Those people most in need are precisely those without an e-book or the internet e.g. unemployed, those on low incomes, senior citizen [Sc,S] • libraries offer online access for all, often free. The United Nations has declared that internet access is a human right – public libraries uphold that right [C] • for all but the very wealthy, public libraries are great value for money [S] • during times of recession, libraries are a great way of saving money meaning one can borrow DVDs/Games cheaply, read newspapers, use Wi-Fi, internet, and access a free community space [S,C] • libraries offer word-processing, printing, photocopying and fax [Sc] • many people on low incomes or with | | | expression and without technical errors. |
| | | | 3 marks | A clear response that makes the case clearly using good expression and the minimum of errors. |
| | | | 2 marks | Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding. |
| | | | 1 mark | The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors. |
| | | | 0 marks | This is awarded for no response or when the answer is totally incorrect. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>mental health problems use the library as there is nowhere else to go [S]</p> <ul style="list-style-type: none"> • libraries are a free community space. This is especially the case in small communities where, unfortunately, they are currently most under threat of closure [S] • reports that claim library usage is declining take no account of the number of libraries that have closed or the lack of investment [C, S] • use the library as information centres/ one stop shops for council services, family history, local newspaper archives [C] • with the decline of bookshops on the High Street, Libraries may become the only place where one can browse physical books. The loss of book shops has led to loss of book sales – not all books are available online [S] • the internet may not be free or equal in the future. “Net neutrality” is currently under attack, which may lead to two levels of internet provision – a full access paid for version and a poorer quality free version [S, Sc] • literacy is boosted by libraries, illiteracy by closing them down [C, S] • libraries are a lifeline for the unemployed – provide internet access, books on CVs, newspapers for job-hunting [S] • poorer people need libraries for the free access to books and information. [S] | | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <ul style="list-style-type: none"> provide jobs to the library employees <p>Not Important:</p> <ul style="list-style-type: none"> Most people have internet access now Cost and affordability of maintaining libraries Books now more easily affordable and accessible The internet is accessible at all hours, whereas libraries have opening and closing hours <p>Annotation: + and – for positive and negative arguments dev for development Ticks for relevant points 0,1,2,3,4 for communication AO4</p> <p>The points are listed in no particular rank order. Each point raised should serve as a catalyst for explanation and analysis. Very good answers would discern both positive and negative perspectives.</p> | | |

SECTION B

| Question | Answer | Marks | Guidance | | | | | | | | | | | | |
|----------|--|-------|--|----------|-------|-----|-----|-----|-------|---|---|----|---|----|----|
| 5 | <p><i>'Comment is free but facts are sacred.'</i> C.P. Scott</p> <p><i>To what extent do you believe that today's newspapers and their reporters are reliable in their reporting of news?</i></p> <p>The question involves:</p> <ul style="list-style-type: none"> an understanding the role of newspapers in gathering news today compared to the suggestion made by the quotation | 50 | <p>Assessment Objective Balance</p> <table border="1"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p>Level 5 (41-50 marks)</p> <ul style="list-style-type: none"> very good knowledge and understanding of the role of newspapers and their reporters in gathering news very good analysis and evaluation of the extent to which | Question | AO1 | AO2 | AO3 | AO4 | Total | 5 | 7 | 25 | 8 | 10 | 50 |
| Question | AO1 | AO2 | AO3 | AO4 | Total | | | | | | | | | | |
| 5 | 7 | 25 | 8 | 10 | 50 | | | | | | | | | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| | <ul style="list-style-type: none"> • some examination of the role and position of reporters in the gathering of news • reaching a conclusion about the matter of news gathering. <p>Indicative content</p> <p>Information about the role of newspapers</p> <ul style="list-style-type: none"> • news stories are important in the relaying of information to a mass audience • news may be regional, national and international and of interest to people e.g. crime, entertainment, and current affairs stories • newspapers do not make the stories, but relay them in writing • news gathering is an important role for all newspapers as the public demand to be kept informed • newspapers use technology such as the internet and voice recorders to form their stories • the news is primarily gathered by journalists and it is their role to write and produce the news for distribution on a daily basis. <p>Other sources of news include:</p> <ul style="list-style-type: none"> • political sources (expounding policies of the Government and Opposition) • commercial companies (results and figures, High Street trends) • police (crimes committed and those solved and unsolved) • government departments (regional initiatives or national issues that are current) • international organisations (themes that have a wider, UK implication) • courts (the proceedings of trials that are in the public interest) | | <p>news stories may or may not be tainted using a wide range of reasoning</p> <ul style="list-style-type: none"> • very good exploration of limits and consequences of honest reporting from different perspectives using several examples • very good communication with very clear, concise organisation and expression. <p>Level 4 (31-40 marks)</p> <ul style="list-style-type: none"> • good knowledge and understanding of the role of newspapers and their reporters in gathering news • good analysis and evaluation of the extent to which news stories may or may not be tainted using a range of reasoning • good exploration of limits and consequences of honest reporting from different perspectives using some examples • good communication with clear organisation and expression. <p>Level 3 (21- 30 marks)</p> <ul style="list-style-type: none"> • adequate knowledge and understanding of the role of newspapers and their reporters in gathering news • some analysis and evaluation of the extent to which news stories may or may not be tainted using some reasoning • adequate exploration of limits and consequences of honest reporting from some perspectives using some examples • adequate communication with adequate organisation and expression. <p>Level 2 (11-20 marks)</p> <ul style="list-style-type: none"> • limited knowledge and understanding of the role of newspapers and their reporters in gathering news |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| | <ul style="list-style-type: none"> • universities (new developments and research notably in science) • unions (issues affecting the workforce.) <p>The reliability of newspapers and reporters may involve consideration of:</p> <ul style="list-style-type: none"> • the history of the newspaper (its past successes, public standing) • its national and international standing • the reputation of the journalists writing the stories • the audience of the newspaper, its readership • the politics of the newspaper (which party it supports – may be biased) • the aims and aspirations of the newspaper’s owners • competition for readers • the methods used to gather the news • reference to individual or a series of news stories. <p>Newspapers and reporters can only be regarded as reliable when:</p> <ul style="list-style-type: none"> • first-hand sources are used • editors insist on the double-checking of facts • there is validation of material submitted • some confirmation of the validity via two reliable | | <ul style="list-style-type: none"> • limited analysis and evaluation of the extent to which news stories may or may not be tainted • limited exploration of the consequences of honest reporting from few perspectives using few examples • limited communication with limited organisation and expression. <p>Level 1 (0-10 marks)</p> <ul style="list-style-type: none"> • very limited knowledge and understanding of the role of newspapers and their reporters in gathering news • very limited analysis and evaluation of the extent to which news stories may or may not be tainted • very limited exploration, if any, of the consequences of honest reporting • very limited communication with limited organisation and expression. |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | |
|----------|--|-------|--|----------|-------|-----|-----|-----|-------|---|---|----|---|----|----|
| | <p>sources</p> <ul style="list-style-type: none"> corroboration of any claims or allegations made by the newspaper or reporter. <p>Newspapers and reporters can only be regarded as unreliable when:</p> <ul style="list-style-type: none"> editors are too quick to publish before considering the implications of a story cheque-book journalism is involved the speed to publish first bypasses the expected protocols of due diligence. <p>A very good essay would use one or more of the ideas to make a case citing a story as an example. It should be clear, through the balance of material presented, how far the essay appreciates the relative reliability of newspapers or the distrust with which they are regarded.</p> <p>Contemporary cases may successfully be used. The Leveson Inquiry of 2011-2012 (and the stories and personalities involved) may be included.</p> | | | | | | | | | | | | | | |
| 6 | <p><i>'The Government can do more to tackle congestion on UK roads,' say MPs. 'A tougher driving test, greater use of real-time information systems and better co-ordination between road management authorities offer affordable methods by which to curb road congestion.'</i></p> <p><i>Outline the causes of road congestion and evaluate the possible courses of action open to the government in tackling the issues of congestion and transport</i></p> | 50 | <p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 1171 2056 1241"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p>Level 5 (41-50 marks)</p> <ul style="list-style-type: none"> very good knowledge and understanding the causes of congestion and transport management very good analysis and evaluation of the problems with | Question | AO1 | AO2 | AO3 | AO4 | Total | 5 | 7 | 25 | 8 | 10 | 50 |
| Question | AO1 | AO2 | AO3 | AO4 | Total | | | | | | | | | | |
| 5 | 7 | 25 | 8 | 10 | 50 | | | | | | | | | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| | <p><i>management.</i></p> <p>The question involves:</p> <ul style="list-style-type: none"> • understanding the causes of congestion and the ensuing problems of transport management • an evaluation of the options available to the Government for solving these problems. <p>Indicative content</p> <p>Rising traffic congestion is an inescapable condition in large metropolitan areas across the world. Peak-hour traffic congestion is a result of the way modern societies operate. People pursue certain goals that inevitably overload existing roads and transport systems every day. Traffic congestion continues to get worse.</p> <p>Commuters are often frustrated by the Government's inability to do anything about the problem. Although it cannot be eliminated there are several positive ways that it can be alleviated.</p> <p>In the next thirty years the population will increase significantly and put even further strain on road systems. Economic growth will increase the number of cars and demand for transport (though cars are likely to remain the preferred transport of choice for most people). Rail transport will be improved but there will still be a demand for new family cars as people become more affluent. Oil prices will stabilise and likely decrease which will mean that motoring costs will not increase-people are likely to take advantage of this.</p> <p>Causes of congestion include:</p> <ul style="list-style-type: none"> • a fall in the cost of driving (cars and petrol are relatively | | <p>developed ideas and a very good range examples</p> <ul style="list-style-type: none"> • very clear consideration of a range of viewpoints and very clear evaluation of the possible options • very good communication with very clear, concise organisation and expression. <p>Level 4 (31-40 marks)</p> <ul style="list-style-type: none"> • good knowledge and understanding of the causes of congestion and transport management • good analysis and evaluation of the problems with developed ideas and good range of examples • clear consideration of a range of viewpoints and clear evaluation of the possible options • good communication with clear, concise organisation and expression. <p>Level 3 (21- 30 marks)</p> <ul style="list-style-type: none"> • adequate knowledge and understanding of the causes of congestion and transport management • adequate analysis and evaluation of the problems with some ideas and some examples • adequate consideration of a range of viewpoints and adequate evaluation of the possible options • adequate communication with adequate organisation and expression. <p>Level 2 (11-20 marks)</p> <ul style="list-style-type: none"> • limited knowledge and understanding of the causes of congestion and transport management • limited analysis and evaluation of the problems with limited ideas and limited examples • limited consideration of a range of viewpoints and limited evaluation of the possible options • limited communication with limited organisation and |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| | <p>cheaper)</p> <ul style="list-style-type: none"> • public transport is seen as poor and cannot meet everyone's travel needs (due to poor infrastructure) • there is no restriction on who can use the roads • the costs of running a car (fixed costs like insurance, tax, purchase price) encourages people to use their car as much as possible to maximise their investment • there is a lack of understanding of the impact that congestion is having on the world both economically and environmentally. <p>Consequences include:</p> <ul style="list-style-type: none"> • extra travelling time • increased costs to businesses that rely on road transport • weaker functioning of emergency services • increased pollution • more accidents • increased stress for drivers, cyclists, commuters and pedestrians. <p>Solutions include:</p> <ul style="list-style-type: none"> • raising fuel and car taxes • increasing driving license fees • bus lanes, better public transport, park and ride | | <p>expression.</p> <p>Level 1 (0-10 marks)</p> <ul style="list-style-type: none"> • very limited knowledge and understanding the causes of congestion and transport management • very limited analysis and evaluation of the problems with limited ideas and a lack of examples • very limited, if any, consideration of any viewpoints • very limited communication with very limited organisation and expression. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <ul style="list-style-type: none"> • increasing parking charges • car sharing and pool lanes (as in US) • more speed cameras and traffic calming schemes • increasing the age limit for learning to drive • day restrictions to motorists • guided busways • road pricing (tolls) and congestion charges (like London) • controlling the number of people travelling in cars • advanced train services (HST) though at a cost both to develop and use • wider highways (twelve lanes for the M6 so that commercial traffic is separated.) <p>Issues to consider include:</p> <ul style="list-style-type: none"> • the cost of implementation • the environmental cost on both sides (decreased pollution vs natural disturbance) • the preference of the public to own cars and use them when they wish rather than being bound by a timetable • the economic effects on the motor industry. <p>A very good answer will involve the full and balanced consideration of the causes of congestion and the courses of action that are open.</p> | | |

| Question | Answer | Marks | Guidance | | | | | | | | | | | | |
|----------|---|-------|--|----------|-------|-----|-----|-----|-------|---|---|----|---|----|----|
| | <p>A simple list of options will not satisfy the requirement to evaluate the situation. In evaluating the issue there will be some indication of the limitations of solutions and the consequences (positive and/or negative) of different solutions.</p> <p>Candidates who address only the causes of congestion or candidates who address only the courses of action Max top of Level 3. (Be aware causes can be implicit)</p> | | | | | | | | | | | | | | |
| 7 | <p><i>'The Law reflects the values of the society, but that does not necessarily mean every person in that society agrees with the values reflected.'</i> Discuss the validity of this claim in today's world.</p> <p>The question involves:</p> <ul style="list-style-type: none"> • considering the law's position in society • considering the law's links to values • considering the extent to which people's values match the law • discussing the claim that the law reflects values. <p>Indicative content Morals tend to be linked to religious belief though in fact this is not necessarily the case. It is not the job of</p> | 50 | <p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 858 2056 927"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p>Level 5 (41-50 marks)</p> <ul style="list-style-type: none"> • very good knowledge and understanding of the law and its link to values • very good analysis and evaluation of the extent to which people's values match the law • very clear consideration of a range of viewpoints and very clear evaluation of the limits of the law in respect of values • very good communication with very clear, concise organisation and expression. <p>Level 4 (31-40 marks)</p> <ul style="list-style-type: none"> • good knowledge and understanding of the law and its | Question | AO1 | AO2 | AO3 | AO4 | Total | 5 | 7 | 25 | 8 | 10 | 50 |
| Question | AO1 | AO2 | AO3 | AO4 | Total | | | | | | | | | | |
| 5 | 7 | 25 | 8 | 10 | 50 | | | | | | | | | | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|--|
| | <p>the courts and judges to enforce morality. Some believe that establishing morality in society is as important as good government.</p> <p>A definition of law might be:</p> <ul style="list-style-type: none"> • a body of rules of conduct of binding legal force and effect, prescribed, recognized, and enforced by controlling authority • found in constitutions, legislation, and the courts. Legal systems are a way of maintaining social order. <p>What are values?</p> <ul style="list-style-type: none"> • values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. • 'What a society regards as most worthwhile. Often values are moral values but they need not be; and moral values certainly need not be founded on the doctrines of religion in general or any religion in particular.' Sir Rabinder Singh. <p>What are regarded as the most important values?</p> <ul style="list-style-type: none"> • the rule of law • the authority of parliament • a pluralist state • personal freedom • the freedom to buy and sell | | <p>link to values</p> <ul style="list-style-type: none"> • good analysis and evaluation of the extent to which people's values match the law • clear consideration of a range of viewpoints and clear evaluation of the limits of the law in respect of values • good communication with clear, concise organisation and expression. <p>Level 3 (21- 30 marks)</p> <ul style="list-style-type: none"> • adequate knowledge and understanding of the law and its link to values • adequate analysis and evaluation of the extent to which people's values match the law • some consideration of a range of viewpoints and some evaluation of the limits of the law in respect of values • adequate communication with adequate organisation and expression. <p>Level 2 (11-20 marks)</p> <ul style="list-style-type: none"> • limited knowledge and understanding of the law and its link to values • limited analysis and evaluation of the extent to which people's values match the law • limited consideration of viewpoints and limited evaluation of the limits of the law in respect of values • limited communication with limited organisation and expression. <p>Level 1 (0-10 marks)</p> <ul style="list-style-type: none"> • very limited knowledge and understanding of the law and its link to values • very limited analysis and evaluation of the extent to which people's values match the law • very limited, if any, consideration of viewpoints and very limited evaluation of the limits of the law in respect of |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| | <ul style="list-style-type: none"> • the preservation of our institutions • the rights of the family • culture and achievements • the English Language • the British Character. <p>Values and the Law Many legal rules are intended to give effect to certain basic values of a society</p> <ul style="list-style-type: none"> • this provided much of the moral force which is needed to support positive rules of law, in particular the rules of criminal law • a society could not function without rules prohibiting murder or theft. Rules or commandments reflect fundamental values which might have derived from religious traditions but are needed even in a wholly secular society • legislation has often sought to reflect and promote (even if it could not always enforce) certain values, such as that of equality between human beings regardless of race, sex, colour, ability etc., in the anti-discrimination laws • just because something was considered by many to be morally wrong did not necessarily mean that it would be, or should be, prohibited by law. Examples were adultery, which was prohibited by the criminal law in the 17th century under Cromwell's Commonwealth; and the drinking of alcohol in the USA during the era of Prohibition, which was not only ineffective but spawned even more criminality than it sought to suppress • law reflects the values of society, but it does not necessarily mean everyone in that society agreed with | | <p>values</p> <ul style="list-style-type: none"> • very limited communication with very limited organisation and expression. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>the values reflected. For example, the law on abortion or gay marriage</p> <ul style="list-style-type: none"> • until recently, the English common law had been assumed to rest on the values of Christianity. But it was clear that the law, and the courts who enforced it, were now secular • even though the courts disavow any duty or intention to enforce <i>morals</i>, the law which they apply is still based on and reflects <i>values</i>. A judge is not entitled to impose on society his or her own subjective views of what was morally right or wrong • a judge in court would find it difficult to pass judgement without applying values which were usually the values of the individual judge • values in society should be based on fairness, equality, democracy and the rule of law • one of those values is that we do not necessarily think it right to impose a subjective code of private or sexual morality on an individual • the law is no longer concerned with the enforcement of morals; this does not mean it does not contain or refer to values; the values contained within the law are different than they were years ago and change as society evolves and changes. <p>[notes taken from <i>Law and Morality: the debate goes on</i>, Sir Ranbinder Singh, Points of Law, 25 Nov 2013]</p> <p>Disagreement with values upheld in the law may be the result of:</p> <ul style="list-style-type: none"> • opinions, bias, personal conclusions that are different • personal experience that can filter people's thoughts and views (for example having experienced crime first hand or having been the victim of discrimination) • a person's code or belief system • presenting an opportunity to air both sides of an issue | | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>and explore its strengths and limitations before making a decision</p> <ul style="list-style-type: none">• upbringing and family views• a positive attempt to explore democratic rights. | | |

APPENDIX 1: Generic mark scheme for questions worth 50 marks

Level 5

| | | |
|-----|---|----------------|
| AO1 | <ul style="list-style-type: none"> select, use and integrate a very good range of relevant knowledge show a good understanding of the concepts involved | 41 – 50 |
| AO2 | <ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluate them appropriately use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence | |
| AO3 | <ul style="list-style-type: none"> demonstrate very good awareness of the difference between types of knowledge have a good appreciation of the strengths and limitations of the different types of knowledge | |
| AO4 | <ul style="list-style-type: none"> communicate complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of rules and grammar, punctuation and spelling with accuracy and facility. | |

Level 4

| | | |
|-----|---|----------------|
| AO1 | <ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge show an understanding of the concepts involved | 31 – 40 |
| AO2 | <ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluate them competently use evidence to develop reasoned arguments and draw conclusions on the evidence | |
| AO3 | <ul style="list-style-type: none"> demonstrate good awareness of the differences between types of knowledge have a good appreciation of the strengths and limitations of the different types of knowledge | |
| AO4 | <ul style="list-style-type: none"> communicate ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of rules of grammar, punctuation and spelling with facility. | |

Level 3

| | | |
|-----|---|----------------|
| AO1 | <ul style="list-style-type: none"> select, use and integrate a range of relevant knowledge show an adequate understanding of the concepts involved | 21 – 30 |
| AO2 | <ul style="list-style-type: none"> undertake some interpretation and analysis of issues and problems and make superficial evaluation use evidence to develop arguments and draw conclusion | |
| AO3 | <ul style="list-style-type: none"> demonstrate awareness of the difference between types of knowledge have an appreciation of the strengths and limitations of the different types of knowledge | |
| AO4 | <ul style="list-style-type: none"> communicate clearly using some specialist vocabulary with facility use some of the rules of grammar, punctuation and spelling with facility. | |

Level 2

| | | |
|------------|---|----------------|
| AO1 | <ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge show a modest understanding of the concepts involved | 11 – 20 |
| AO2 | <ul style="list-style-type: none"> demonstrate limited interpretation and analysis of issues and problems with limited evaluation use evidence to develop limited arguments and draw limited conclusions | |
| AO3 | <ul style="list-style-type: none"> demonstrate limited awareness of the difference between types of knowledge have restricted appreciation of the strengths and limitations of the different types of knowledge | |
| AO4 | <ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary use some of the rules of grammar, punctuation and spelling. | |

Level 1

| | | |
|------------|--|---------------|
| AO1 | <ul style="list-style-type: none"> select, use and integrate some relevant knowledge show a limited understanding of the concepts involved | 0 – 10 |
| AO2 | <ul style="list-style-type: none"> demonstrate poor interpretation and analysis of issues problems evaluations recognise arguments and conclusion | |
| AO3 | <ul style="list-style-type: none"> demonstrate very limited awareness of the differences between types of knowledge have very restricted appreciation of the strengths and limitations of the different types of knowledge | |
| AO4 | <ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms use poor grammar punctuation, and inaccurate spelling. | |

APPENDIX 2: Assessment Objectives balance

| | AO1 | AO2 | AO3 | AO4 | Total |
|--------------|------------|------------|------------|------------|--------------|
| 1 | 2 | 6 | 0 | 2 | 10 |
| 2 | 2 | 6 | 0 | 2 | 10 |
| 3 | 2 | 6 | 0 | 2 | 10 |
| 4 | 7 | 7 | 2 | 4 | 20 |
| 5,6,7 | 7 | 25 | 8 | 10 | 50 |
| | 20 | 50 | 10 | 20 | 100 |

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