

General Studies

Advanced Subsidiary GCE

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

Mark Scheme for January 2012

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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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OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Annotations

Annotation	Meaning
Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
NAQ	not answering the question
eg	appropriate example
Sp/G/Eng	spelling, grammar and language error; you are not expected to correct all of them
(...)	indicates a choice or a key phrase
Key	written beside an underlined choice or key phrase
Rubric	rubric infringement
D	description
R	reason
Rep	repetition, often of the question
Ev	evaluation.

Subject-specific Marking Instructions**Guidance for Examiners**

Do not use ticks in Section B and D. It is essential that your annotations show clearly why marks have been awarded or withheld – your team leader will assess your annotation as well as your accuracy.

Stages to an essay mark

Read and annotate **fully** the candidate's response, using any question specific annotations agreed at Standardisation

Review your annotation, and then consider in which level the answer is located.

Consider its position within the level and a possible mark.

Fine tune the mark by considering the Assessment Objectives.

eg	AO1	good knowledge very limited knowledge and eg
	AO2	examples given
	AO3	personal experience relevant restricted personal experience
	AO4	clearly written inaccurate Spg

Comments must be positive and specific, eg *excellent use of specialist knowledge AO1, notable for clarity and elegance AO4, some unusual eggs well developed, well integrated AO2, the inclusion of personal experience and different perspectives AO3.*

Enter the final mark in a circle.

If bullet points are used where continuous prose is asked for, a maximum of level 3 is available for a 30-mark question.

Assessment Objectives

AO1 Demonstrate Knowledge and Understanding

- Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines;

AO2 Analysis and Evaluation

- Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data concepts and opinions;

AO3 Understanding Knowledge

- Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations;

AO4 Communication

Communicate clearly and accurately in a concise, logical and relevant way.

Section A: The Cultural Domain

Question		Answer	Marks	Guidance												
1	(a)	<p>Ways include:</p> <ul style="list-style-type: none"> • blogs or articles can be posted by anyone without censorship • the truth can be distorted through the influence of personal opinion rather than objective facts • access is unsupervised and can be done from home without any form of monitoring • people can literally say anything they want • false information can be presented as authoritative • images can be edited and altered • details can be omitted • contexts can be misleading • timing of the release of information can target a key audience and opinions to be expressed. 	6	<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>1a</td> <td>3</td> <td>2</td> <td></td> <td>1</td> <td>6</td> </tr> </tbody> </table> <p>In the assessment of answers, examiners may read alternative answers and suggestions that will require the use of professional judgement in allocating the marks available. Use W1, W2 for ways (2 marks), D for development (up to 3 marks). A simple statement without development will only gain 1 mark.</p> <p>1 mark is awarded for clear communication [AO4].</p>	Question	AO1	AO2	AO3	AO4	Total	1a	3	2		1	6
Question	AO1	AO2	AO3	AO4	Total											
1a	3	2		1	6											
	(b)	<p>Advantages include:</p> <ul style="list-style-type: none"> • enables a broader spectrum of experience, views • allows every individual to have ‘a voice’ irrespective of their beliefs, values or origins • prevents the internet from being controlled by large, more powerful groups and organisations • can lead to more definition and accuracy in information that is available. 	6	<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>1b</td> <td>3</td> <td>2</td> <td></td> <td>1</td> <td>6</td> </tr> </tbody> </table> <p>In the assessment of answers, examiners may read alternative answers and suggestions that will require the use of professional judgement in allocating the marks available. Use A1, A2 for ways (2 marks) and D for development (up to 3 marks). A simple statement without development will only gain 1 mark.</p> <p>1 mark is awarded for clear communication [AO4].</p>	Question	AO1	AO2	AO3	AO4	Total	1b	3	2		1	6
Question	AO1	AO2	AO3	AO4	Total											
1b	3	2		1	6											

Question	Answer	Marks	Guidance												
(c)	<ul style="list-style-type: none"> the moral character and ethical principles of reporters is constantly being examined there might always be an element of doubt about the validity of stories and their source the rapidity with which news travels via the internet, and the ease by which it can be accessed (for free) means that there is no room for inaccuracy the pressure that reporters are under to be 'the first' means there is a greater chance of misjudgement in both the content and format of the news presented. 	3	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 284 2069 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>1c</td> <td>1</td> <td>1</td> <td></td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>A response may involve a combination of points. In the assessment of answers, examiners may read alternative answers and suggestions that will require the use of professional judgement in allocating the marks available. A simple statement without development will only gain 1 mark.</p> <p>1 mark is awarded for clear communication [AO4].</p>	Question	AO1	AO2	AO3	AO4	Total	1c	1	1		1	3
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(d)	<p>Views include:</p> <ul style="list-style-type: none"> a 'virtual relationship' can become a reality without ever having seen or spoken to the other person face-to-face if only email and messaging is used, the other person's looks and identity remain a mystery (supported by the blank features of the characters in Source 2) the anonymity that cyber-relationships bring can lead to the grooming of young people by older persons – there is no indication of age in the image the fact that one character appears to be pulling the other character out of the screen implies coercion or persuasion possibly unknowingly. 	4	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 754 2069 823"> <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>1d</td> <td>2</td> <td>2</td> <td></td> <td></td> <td>4</td> </tr> </tbody> </table> <p>Award 1 mark for each view (V1, V2) and 1 mark for development of each view (D1, D2).</p> <p>In the assessment of answers, examiners may read alternative answers and suggestions that will require the use of professional judgement in allocating the marks available. Use V1, V2 for views, D1, D2 for development.</p>	Question	AO1	AO2	AO3	AO4	Total	1d	2	2			4
Question	AO1	AO2	AO3	AO4	Total										
1d	2	2			4										

Question	Answer	Marks	Guidance												
(e)	<p>Advantages include:</p> <ul style="list-style-type: none"> • keeping people in touch with friends, classmates, and relatives • they are very cost effective and allow communication over great distances in a short period of time • the ability to send and receive messages and pictures • being able to find out and see, relatively easily, what family and friends are up to • having the opportunity to make new friends both individually and as part of a group • there are no geographical or cultural barriers and therefore provide a window for many previously impossible friendships • the ability to build a network of contacts and interact with a lot of people at the same time. As such, you can spread your thoughts and interests to a large number of people • the facility to procure information on any subject from anywhere • being used as tool to promote a business, services, products, or websites. <p>Disadvantages include:</p> <ul style="list-style-type: none"> • the risk of identity theft and fraud • the chance of individuals using sites as a way of promoting dubious activities and promoting on-line crimes or ‘scams’ • people pretending to be someone else in order to gain trust; true identity is never known unless the person is met • on-line harassment and stalking • the spreading of malicious and libellous information 	11	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1272 272 2024 344"> <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>1e</td> <td>7</td> <td>1</td> <td></td> <td>3</td> <td>11</td> </tr> </tbody> </table> <p>The question does not specify the number of advantages and disadvantages but the response should be fair and balanced, taking into account that the information is for the benefit of teenagers. In the assessment of answers, examiners may need to use professional judgement when awarding the marks available. When annotating answers use A for advantages, D for disadvantages, and S when referring to Source 2.</p> <p>Content: Maximum 8 marks</p> <p>7-8 marks A clear and detailed information sheet that includes a balance of advantages and disadvantages with clear reference to teenagers.</p> <p>5-6 marks Good knowledge and clarity, some balance of advantages and disadvantages and reference to teenagers.</p> <p>3-4 marks Some understanding of the advantages and disadvantages, but not fully explained or developed. A tendency to be imbalanced with some lack of clarity.</p> <p>1–2 marks A limited attempt to explain the advantages and disadvantages, with no clear explanations or development of points. Communication has frequent errors.</p> <p>If only advantages or disadvantages are covered then the maximum mark that can be awarded is 4 marks.</p>	Question	AO1	AO2	AO3	AO4	Total	1e	7	1		3	11
Question	AO1	AO2	AO3	AO4	Total										
1e	7	1		3	11										

Question	Answer	Marks	Guidance								
	<ul style="list-style-type: none"> photographs of individuals and their family members can be misused in any number of ways if access is not denied. 		<p>Allocate the three marks for AO4 using the following scheme:</p> <table border="1" data-bbox="1283 316 2069 526"> <tr> <td>3 marks</td> <td>Meaning is clear and precise with very few errors of SPG.</td> </tr> <tr> <td>2 marks</td> <td>Meaning is clear with some errors of SPG.</td> </tr> <tr> <td>1 mark</td> <td>Meaning is partially clear with several errors of SPG.</td> </tr> <tr> <td>0 marks</td> <td>Meaning is not clear.</td> </tr> </table>	3 marks	Meaning is clear and precise with very few errors of SPG.	2 marks	Meaning is clear with some errors of SPG.	1 mark	Meaning is partially clear with several errors of SPG.	0 marks	Meaning is not clear.
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0 marks	Meaning is not clear.										

Section B: The Cultural Domain

Question	Answer	Marks	Guidance
2	<p>Indicative content</p> <p>Candidates are expected to:</p> <ul style="list-style-type: none"> • show an understanding of the moral code • choose two actions • distinguish how each can be seen as being morally right and wrong. <p>The Moral Code</p> <ul style="list-style-type: none"> • when a person conforms to the 'correct' rules of behaviour or conduct • makes the distinction between what is right and what is wrong for people, eg it is wrong to lie and right to tell the truth • generally (though not always) relates to a particular culture, religion or philosophy. <p>Right and Wrong</p> <p>Candidates should discuss each of their two chosen statements possibly with some reference to a scenario or example, such as:</p> <ul style="list-style-type: none"> • <i>Making a profit</i> can lead to the development of a business and job security but can also result in greed and selfishness if this is not shared • <i>Keeping a secret</i> can be a measure of loyalty and friendship as well as being important in maintaining confidentiality but this could be dangerous if the secret is connected with some illegal act • <i>Killing a wild animal</i> may be necessary to protect human life but can also endanger a species • <i>Keeping a human being alive</i> is the job of all doctors but in some cases this can prolong suffering and issue false hope. 	30	<p>Levels of Response</p> <p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of a level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'border line' should be awarded the lowest mark in the level.</p> <p>Level 5: (25–30 marks)</p> <p>Each part of the essay is covered with very clear description and a secure knowledge (AO1) including a clear understanding of the term moral code as well as different moral codes. This is supported by two chosen statements supported by clear examples that clarify meanings and ideas (AO2). Candidate introduces points that highlight the limitations of each statement (right or wrong) and the contrasting human reactions and personal feelings (AO3). The essay is communicated clearly and fluently with a range of vocabulary (AO4).</p> <p>Level 4: (19–24 marks)</p> <p>Each part of the essay is covered with clear description and good knowledge (AO1) that includes an understanding of the term moral code and some reference to different moral codes. This is supported by additional information related to the chosen statements and examples that help to clarify ideas (AO2). Candidates use the technique of making comparisons between right and wrong and pose a personal position (AO3). The essay is communicated clearly and fluently with few errors (AO4).</p>

Question	Answer	Marks	Guidance
	<p>A candidate may include:</p> <ul style="list-style-type: none"> • an individual's rules for behaviour (including their own) • coverage of rules based on definitions of both right and wrong • reference to and review of various cultural systems and/or religious books such as The Bible or Koran. <p>This is a very open-ended question that invites responses based on personal beliefs and experience either actual or imagined. It is important that the examples have reference to a moral code.</p>		<p>Level 3: (13–18 marks) Each part of the essay is attempted though some description will be stronger than others (AO1). There is some support from additional information or examples that go some way towards clarifying meanings and ideas though one example may be stronger (AO2). The contrast between the two examples is weak and/or sketchy (AO3). The essay is communicated with some clarity though there are limitations in the quality of language and presentation (AO4).</p> <p>Level 2: (7–12 marks) Only part of the essay is seriously tackled and the descriptions are vague and misleading (AO1). Additional information or examples are sparse, ambiguous or incomplete (AO2). There is little evidence of the contrasting attitudes towards what is morally right or wrong(AO3). Errors in communication restrict the understanding of the essay (AO4).</p> <p>Level 1: (0–6 marks) Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.</p> <p>Recommended Annotation M1, M2 etc for elements of the Moral Code, A1, A2 for actions, +/- for right and wrong. Generic annotation guidance can be found on Page 1.</p>

Question	Answer	Marks	Guidance
3	<p>Indicative content</p> <p>Candidates are expected to:</p> <ul style="list-style-type: none"> • consider how the experiences of life have an effect on people's lives • identify, describe and expand upon two contrasting examples of experiences • comment on the relative strength and effectiveness of these experiences. <p>It is not possible to predict what any 'life-changing' experience will entail or what the outcome of it may be, so the question should provoke a wide range of responses.</p> <p>Sources of experiences may include reference to:</p> <ul style="list-style-type: none"> • home and family • school and education • membership of a church, team, club, society • knowledge drawn from the media. <p>Examples of experiences that may shape lives include:</p> <ul style="list-style-type: none"> • life saving or life threatening situations (that were due to lack of care and safety) • failing an examination (through lack of preparation) • the breakup of a relationship (that could have been avoided) • spending time or working with people less fortunate (to appreciate their predicament) • discovering or rediscovering belief in a religion (that may change a person's outlook). 	30	<p>Levels of Response</p> <p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of a level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'border line' should be awarded the lowest mark in the level.</p> <p>Level 5: (25–30 marks)</p> <p>There is a very good understanding of the nature of personal experience and its impact (AO1). This is supported by additional information or examples that clarify meanings and ideas (AO2). Candidates introduce a range of ideas that highlight their experiences and the strength of these is characterised by consideration of positive and negative outcomes (AO3). The essay is communicated clearly and fluently with a range of vocabulary (AO4).</p> <p>Level 4: (19–24 marks)</p> <p>There is a good understanding of the nature of personal experience and its impact (AO1) This is supported by some additional information or examples that clarify meanings and ideas, though maybe a little unbalanced (AO2). Candidates introduce some ideas that highlight their experiences and the strength of these are characterised by consideration of positive and negative outcomes (AO3). The essay is communicated clearly and fluently with few errors.(AO4).</p>

Question	Answer	Marks	Guidance
			<p>Level 3: (13–18 marks) The essay is attempted in broader terms with one experience being stronger than the other (AO1). There is some support from additional information or examples that go some way towards clarifying meanings and ideas (AO2). There are weaknesses and/or sketchy or possibly assertive and unfounded ideas without consideration of alternatives (AO3). The essay is communicated with some clarity though there are limitations in the quality of language and presentation (AO4).</p> <p>Level 2: (7–12 marks) Only part of the essay is seriously tackled and the descriptions are vague and misleading (AO1). Additional information or examples are sparse, ambiguous or incomplete (AO2). Few (or no) examples are presented that look at alternative or contrasting scenarios (AO3). Errors in communication restrict the understanding of the essay (AO4).</p> <p>Level 1: (0–6 marks) Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.</p> <p>Recommended Annotation PX1, PX2 for knowledge/personal experiences, I for impact, Eg for examples. Generic annotation guidance can be found on Page 1.</p>

Question	Answer	Marks	Guidance
4	<p>Indicative content</p> <p>Candidates will be expected to:</p> <ul style="list-style-type: none"> • choose two of the art forms listed • discuss the purpose of the Arts using their chosen art forms as exemplars. This can take the form of one continuous discussion or may be separated into two parts. <p>The essay is offering an opportunity for students to outline their views and observations on two works of art, taken from the following list: <i>architecture, fashion, photography, painting, sculpture, stage, screen, music, and the written word.</i></p> <p>The Arts can:</p> <ul style="list-style-type: none"> • bring pleasure to people • exercise and stimulate the imagination • allow people the opportunity to express feelings and transmit views and ideas in abstract ways (though some artists are working in 'concrete' forms to convey abstract ideas rather than working in abstract ways). <p>Important purposes of the Arts include:</p> <p>1 <i>Communication.</i> Art, at its simplest, is a form of communication. As most forms of communication have an intent or goal directed toward another individual, this is a motivated purpose. Illustrative arts, such as scientific illustration, are a form of art as communication. Maps are another example. However, the content need not be scientific. Emotions, moods and feelings are also communicated through art.</p>	30	<p>Levels of Response</p> <p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of a level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'border line' should be awarded the lowest mark in the level.</p> <p>Level 5: (25–30 marks)</p> <p>There is a very good understanding of the purpose of art (AO1) that includes key words and appropriate definitions: this includes some analysis supported by additional information as to why art is so important. Ideas are positive or negative. There is a clear understanding of two examples (AO2). Candidates highlight the extent that the artwork is successful related to their experience (AO3). The essay is communicated clearly and fluently a range of vocabulary (AO4).</p> <p>Level 4: (19–24 marks)</p> <p>There is be a good understanding of the purpose of art (AO1) and this includes reference to some key words and appropriate definitions. This is supported by some additional information and two examples that clarify meanings and ideas, though not quite as balanced (one purpose or example being a little stronger than the other (AO2). Candidates introduce some ideas and examples that highlight their understanding of purpose using case study or their experience (AO3). The essay is communicated clearly and fluently with few errors. (AO4).</p>

Question	Answer	Marks	Guidance
	<p>2 <i>Entertainment.</i> Art may seek to bring about a particular emotion or mood, for the purpose of relaxing or entertaining the viewer. This is often the function of the cinema and video games, song lyrics or a play script.</p> <p>3 <i>Political change.</i> One of the defining functions of early twentieth century art has been to use visual images to bring about political change. Art movements that had this goal—Dadaism, Surrealism, Russian Constructivism, and Abstract Expressionism, among others—are collectively referred to as the <i>avant-garde</i> arts. A good area of exploration might be propaganda in wartime.</p> <p>4 <i>Psychological and healing purposes.</i> The Arts are also used by art therapists, psychotherapists and clinical psychologists as art therapy. The Diagnostic Drawing Series, for example, is used to determine the personality and emotional functioning of a patient. Music is used as a therapy for the handicapped. The end product is not the principal goal in this case, but rather a process of healing, through creative acts, is sought. The resultant piece of artwork may also offer insight into the troubles experienced by the subject and may suggest suitable approaches to be used in more conventional forms of psychiatric therapy.</p> <p>5 <i>Social inquiry, subversion and/or anarchy.</i> While similar to art for political change, subversive or deconstructive art may seek to question aspects of society without any specific political goal. In this case, the function of art may be simply to criticise some aspect of society. This is seen in the world of advertising in print and on screen, as well as in photography.</p>		<p>Level 3: (13–18 marks) The essay is attempted in broader terms with some description being stronger than others (AO1). There is some support from additional information or examples that go some way towards clarity though the essay is one sided and dismissive, notably in the context of enrichment (AO2). Support and a balanced examination of ideas is weak and/or sketchy or possibly assertive and unfounded (AO3). The essay is communicated with some clarity though there are limitations in the quality of language and presentation (AO4).</p> <p>Level 2: (7–12 marks) Only part of the essay is seriously tackled and the descriptions will be vague, assertive or misleading (AO1). Additional information and the reference to examples are weak, ambiguous or incomplete (AO2). Few (or no) ideas concerning the different purposes of the arts are evident (AO3). Errors in communication restrict the understanding of the essay (AO4).</p> <p>Level 1: (0–6 marks) Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.</p> <p>Recommended Annotation P1, P2, for purposes, AF1, AF2 for art forms. Generic annotation guidance can be found on Page 1.</p>

Question	Answer	Marks	Guidance
	6 <i>An indicator of a period or era.</i> Many designers typify the period of their lives by generating designs and patterns that reflect the mood and nature of the population and political climate. This is evident in fashion and the written word.		

Section C: The Social Domain

Question		Answer	Marks	Guidance																				
5	(a)	<p>SOURCE 3</p> <ul style="list-style-type: none"> many characteristics of a domestic room – crowded one central light (dull) a wooden floor with carpet ‘runners’ rows of beds: dormitory-style layout white linen sheets central tables for eating and recreation patients remain strictly in their beds the close proximity of patients results in less privacy. <p>SOURCE 4</p> <ul style="list-style-type: none"> fewer beds – more space bright, artificial lighting over each area – back lights and central lights no carpet: wood or laminate flooring natural lighting curtaining around beds (privacy) and bed tables colourful; practical (adjustable, multi-functional beds) patients are allowed more freedom to move around the ward the use of curtains promotes more privacy and dignity. 	9	<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>5a</td> <td>3</td> <td>3</td> <td></td> <td>3</td> <td>9</td> </tr> </tbody> </table> <p>Candidates will make a successful contrast by choosing a characteristic that is present in one of the images and comparing it with the equivalent in the other image. One mark for each difference and up to 1 additional mark for the development of the reason. There MUST be contrast between the Sources. To simply highlight a characteristic and then say the other Source does not have an equivalent will receive no marks. Annotate using D1, D2, D3 for differences and R for reasons.</p> <p>Allocate the three marks for AO4 using the following scheme:</p> <table border="1"> <tbody> <tr> <td>3 marks</td> <td>Meaning is clear and precise with very few errors of SPG.</td> </tr> <tr> <td>2 marks</td> <td>Meaning is clear with some errors of SPG.</td> </tr> <tr> <td>1 mark</td> <td>Meaning is partially clear with several errors of SPG.</td> </tr> <tr> <td>0 marks</td> <td>Meaning is not clear.</td> </tr> </tbody> </table>	Question	AO1	AO2	AO3	AO4	Total	5a	3	3		3	9	3 marks	Meaning is clear and precise with very few errors of SPG.	2 marks	Meaning is clear with some errors of SPG.	1 mark	Meaning is partially clear with several errors of SPG.	0 marks	Meaning is not clear.
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Question		Answer	Marks	Guidance												
	(b)	<p>Advantages</p> <ul style="list-style-type: none"> • people benefit from being in their own surroundings – this can improve their overall health • saves the use of expensive hospital facilities by shifting the emphasis from primary to secondary care • community cases are managed by a local ‘team’ that can build up a valuable relationship between the patient and family (particularly in the case of terminal illness) • patients are controlled and supervised constantly. <p>Disadvantages</p> <ul style="list-style-type: none"> • there is no instant availability of specialist personnel or equipment • some people feel that they are being abandoned (hopeless cases) • there is an increased burden on visiting medical and caring staff (not only in the breadth of expertise needed but also logistics) • there is always the possibility of inappropriate intervention at home. 	6	<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>5b</td> <td>3</td> <td>3</td> <td></td> <td></td> <td>6</td> </tr> </tbody> </table> <p>1 mark each for the advantage and disadvantage and up to 2 marks for their development, explanation or the inclusion of examples. Annotate using A for advantage and D for disadvantage. Dev for development, Eg for examples.</p>	Question	AO1	AO2	AO3	AO4	Total	5b	3	3			6
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5b	3	3			6											

Question	Answer	Marks	Guidance												
(c)	<p>James Aged 30: likely not to have serious health issues (unless hereditary or accidental).</p> <p>Single, employed: has the ability to pay for healthcare if he chooses though some professionals receive this as part of an employment package.</p> <p>Living in the city centre: likely to have access to a full range of Primary Care facilities including Accident and Emergency. This would mean consultants being based locally and presenting a further range of choice open to private patients as well as specialist skills and resources available to the NHS.</p> <p>Location: more chance of accidents and epidemics as a large concentration of population. Quicker response time and access to Secondary care.</p> <p>Choice: city centre living always offers more individual choice (in terms of methods of treatment and choice of doctor).</p> <p>Mary Aged 82: open to many health problems caused by age.</p> <p>Retired: not all retired people are wealthy or had a long career covered by health insurance (in fact, many retired people cancel their insurance due to the increase in premiums caused by age).</p> <p>Living in a rural village: a range of care is available to rural residents through Community Health channels but a journey usually has to be made to a town or city to access the specialist services and consultations that may be</p>	15	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1272 284 2069 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>5c</td> <td>10</td> <td>2</td> <td></td> <td>3</td> <td>15</td> </tr> </tbody> </table> <p>This is clearly an open-ended question but it does offer good candidates the opportunity to evaluate and compare two different, individual cases. The question also invites the inclusion of personal experience that may depend on the candidate's own location and circumstances.</p> <p>To qualify for full marks candidates need to consider both people's position (James – J; Mary - M) fully. Use C+, C- for positive and negative points about their care, D for supporting statements, Eg for examples.</p> <p>Content : Maximum 12 marks</p> <p>11-12 marks A clear and detailed knowledge with discussion of both people, written with confidence and accuracy.</p> <p>8-10 marks Good knowledge, with the discussion of one person being stronger than the other.</p> <p>4-7 marks Some understanding of the care options of both people, but not fully explained or developed.</p> <p>1-3 marks A limited attempt at discussing both people, with no clear explanations or development.</p>	Question	AO1	AO2	AO3	AO4	Total	5c	10	2		3	15
Question	AO1	AO2	AO3	AO4	Total										
5c	10	2		3	15										

Question	Answer	Marks	Guidance								
	<p>needed. Some areas do have visiting consultants but this is periodic and would not help in an emergency. Time is taken by paramedics reaching a person and then transporting the patient to a Primary Care hospital.</p> <p>Location: it is said that people live longer in rural areas. It is likely that there is a larger elderly population (people retiring to the country from the city) and therefore health services are provided and distributed with this in mind.</p> <p>Choice: rural residents have less choice of doctor, though may have a better relationship with their GP as they are more a part of the community.</p>		<p>Allocate the three marks for AO4 using the following scheme:</p> <table border="1" data-bbox="1283 316 2069 528"> <tbody> <tr> <td data-bbox="1283 316 1447 384">3 marks</td> <td data-bbox="1447 316 2069 384">Meaning is clear and precise with very few errors of SPG.</td> </tr> <tr> <td data-bbox="1283 384 1447 424">2 marks</td> <td data-bbox="1447 384 2069 424">Meaning is clear with some errors of SPG.</td> </tr> <tr> <td data-bbox="1283 424 1447 493">1 mark</td> <td data-bbox="1447 424 2069 493">Meaning is partially clear with several errors of SPG.</td> </tr> <tr> <td data-bbox="1283 493 1447 528">0 marks</td> <td data-bbox="1447 493 2069 528">Meaning is not clear.</td> </tr> </tbody> </table>	3 marks	Meaning is clear and precise with very few errors of SPG.	2 marks	Meaning is clear with some errors of SPG.	1 mark	Meaning is partially clear with several errors of SPG.	0 marks	Meaning is not clear.
3 marks	Meaning is clear and precise with very few errors of SPG.										
2 marks	Meaning is clear with some errors of SPG.										
1 mark	Meaning is partially clear with several errors of SPG.										
0 marks	Meaning is not clear.										

Section D: The Social Domain

Question	Answer	Marks	Guidance
6	<p>Indicative content</p> <p>Candidates are expected to:</p> <ul style="list-style-type: none"> • show some understanding of the way the country is divided for electoral purposes • outline how and why a change is likely to be taking place • offer two strengths and weaknesses of the proposed change. <p>As this paper is likely to appear in the middle of a parliamentary term it is possible that, by this time some additional reforms may have been proposed or that some changes have become law. However, the strengths and weaknesses of a reduction in the number of Members of Parliament should remain the same.</p> <p>Some background</p> <p>An extract taken from Nick Clegg's statement to the House of Commons, 5 July 2010:</p> <p><i>'I am also announcing today the details of the Government's proposals for a referendum on the Alternative Vote system and for a review of constituency boundaries in order to create fewer and more equally sized constituencies, cutting the cost of politics and reducing the number of MPs from the 650 we have today to a House of 600 MPs. Together these proposals help correct the deep unfairness in the way we hold elections in this country. Under the current set up, votes count more in some parts of the country than others, and millions feel that their votes don't count at all. Elections are won and lost in a small minority of seats. We have a fractured democracy: where some people's votes count and other people's votes don't count; where some</i></p>	30	<p>Levels of Response</p> <p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top of a level answer. Marks within a level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'border line' should be awarded the lowest mark in the level.</p> <p>Level 5: (25–30 marks)</p> <p>There is a very good understanding of (AO1) that includes appropriate definitions and examples to support the ideas: this includes an analysis of the present and proposed schemes supported by additional information. Ideas are fair and balanced. There is a clear coverage of a range of views (AO2). Candidates highlight the extent to which they agree or disagree with the change using case study or their experience – the dilemmas faced should be self-evident (AO3). The essay is communicated clearly and fluently with a range of vocabulary (AO4).</p> <p>Level 4: (19–24 marks)</p> <p>There is a good understanding of the proposal, its advantages and disadvantages (AO1); this includes key words from the quotation and some attempt to qualify the statement. These are supported by some additional information or examples that clarify meanings and ideas, though maybe not quite as balanced. The development of ideas is less extensive and detailed (AO2). Candidates introduce some ideas and examples that highlight their agreement or disagreement with the proposal using case study or their experience (AO3). The essay is communicated clearly and fluently with few errors. (AO4).</p>

Question	Answer	Marks	Guidance
	<p><i>people are listened to, and others are ignored.</i></p> <p><i>By equalising the size of constituencies we ensure that people's votes carry the same weight, no matter where they live. Only months ago the electorate of Islington North stood at 66,472, while ten miles away, in East Ham, the figure was 87,809. In effect that means a person voting in East Ham has a vote that is worth much less than a vote in Islington North. That cannot be right. These imbalances are found right across the United Kingdom.</i></p> <p><i>Reducing the number of MPs allows us to bring our oversized House of Commons into line with legislatures across the world. The House of Commons is the largest directly elected chamber in the European Union, and it's half as big again as the US House of Representatives.</i></p> <p><i>It was never intended that the overall size of the House should keep rising, yet that is precisely the effect of the current legislation – the Parliamentary Constituencies Act 1986. Capping the number of MPs corrects that, and it saves money too. 50 fewer MPs saves £12m a year on pay, pensions and allowances alone.'</i></p> <p><i>www.cabinetoffice.gov.uk/newsroom/news_releases/2010/100705-constitutional.aspx</i></p> <p>Strengths</p> <ul style="list-style-type: none"> many Welsh, northern English and urban seats in particular are much smaller than southern English and rural seats – the unfairness needs to be addressed at a time of economic difficulty and popular concern at the scale of political perks it makes sense to reduce the cost of the political process 		<p>Level 3: (13–18 marks) The essay is attempted in broader terms with some descriptions being stronger than others (AO1). There is some support from additional information or examples that go some way towards clarity though the essay may be one sided and dismissive of one view (AO2). Support and a balanced examination of ideas is weak and/or sketchy or possibly assertive and unfounded (AO3). The essay is communicated with some clarity though there are limitations in the quality of language and presentation (AO4).</p> <p>Level 2: (7–12 marks) Only part of the essay is seriously tackled and the descriptions are vague and misleading (AO1). Additional information or examples are sparse, ambiguous or incomplete (AO2). Few (or no) ideas concerning the strengths and weaknesses in respect of changes to the present system will be evident (AO3). Errors in communication restrict the understanding of the essay (AO4).</p> <p>Level 1: (0–6 marks) Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.</p> <p>Recommended Annotation S1, S2, for strengths; W1, W2 for weaknesses. Generic annotation guidance can be found on Page 1.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • by equalising the size of constituencies we ensure that people's votes carry the same weight, no matter where they live • reducing the number of MPs allows us to bring our oversized House of Commons into line with legislatures across the world. <p>Weaknesses</p> <ul style="list-style-type: none"> • it is a clear attack on the democratic process by having fewer people to voice opinions • cuts are regarded as savings but in this case fewer MPs would have to work harder to get the job done resulting in a longer time taken • the reorganisation will break current MP/constituent links and in the short term, at least, leads to increased costs and some confusion • there are differences between rural and urban needs that arbitrary reshaping may overlook. <p>Candidates may offer other alternative views. Examiners are asked to use professional judgment when awarding credit.</p>		

Question	Answer	Marks	Guidance
7	<p>Indicative content</p> <p>Candidates are expected to:</p> <ul style="list-style-type: none"> • show some understanding of the current system of local government and the personnel involved • outline two possible approaches: electing a Councillor or a Local Committee • consideration of the relative advantages and disadvantages of a change. <p>Councillors have the advantages of:</p> <ul style="list-style-type: none"> • a political allegiance (therefore supporting a nationally agreed policy or maintaining the aims of their party) • a known track record and expertise (as Councillors often give a lifetime of service and are known in the community for their good works) • pride in and love for their community (as they support local groups and minority interests and try to 'champion' the cause of individuals). <p>but the disadvantages of:</p> <ul style="list-style-type: none"> • being a single 'voice' and, as a consequence, being spread thinly • open to a political influence from Central Government that may not reflect the needs and aspirations of the locality • attempting to have the knowledge of all things for all people when their expertise may be specialised in one area. <p>A Committee would have the advantages of:</p> <ul style="list-style-type: none"> • a greater number of people to handle issues and spread responsibility • the possibility of representing different cultures, both sexes, and a wide age profile 	30	<p>Levels of Response</p> <p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within the level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'border-line' should be awarded the lowest mark in the level.</p> <p>Level 5: (25–30 marks)</p> <p>There is a very good understanding of the two methods of local government (AO1) that includes appropriate definitions and examples to support the ideas: this includes a clear view of the separate functions and possible organisation. Ideas can be positive or negative. There is clear coverage of advantages and disadvantages (AO2). Candidates highlight the extent that each approach is desirable and feasible and highlight dilemmas faced by using a case study or personal experience (AO3). The essay is communicated clearly and fluently with a range of vocabulary (AO4).</p> <p>Level 4: (19–24 marks)</p> <p>There is good understanding of the two methods of local government (AO1); this includes clear definitions to terms. This is supported by some additional information or examples that clarify meanings and ideas, though maybe not quite as balanced. The difference, advantages and disadvantages are drawn with supporting explanations. (AO2). Candidates introduce some ideas and examples that highlight their agreement or disagreement with each approach using case study or their experience and how this affects society and individuals (AO3). The essay is communicated clearly and fluently with few errors (AO4).</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • possessing breadth of experience and expertise being democratic, local forum that could be apolitical <p>but the disadvantages of:</p> <ul style="list-style-type: none"> • having too many representatives trying to present views leading to ineffective decision making and planning • a lack of focus and a common aim • encountering difficulties in forging a working relationship with the electorate • there being clashes in individual beliefs and values that would affect the democratic process • there being a greater possibility of corruption. 		<p>Level 3: (13–18 marks) The essay is attempted in broader terms with some description being stronger than others (AO1). There is some support from additional information or examples that go some way towards clarity though the essay may be one sided and dismissive, notably if a clear preference is highlighted (AO2). Support and a balanced examination of ideas is weak and/or sketchy or possibly assertive and unfounded (AO3). The essay is communicated with some clarity though there are limitations in the quality of language and presentation (AO4).</p> <p>Level 2: (7–12 marks) Only part of the essay is seriously tackled and the descriptions are vague and misleading (AO1). Additional information or examples are sparse, ambiguous or incomplete (AO2). Few (or no) ideas are presented concerning the contrast between the working practices of each approach (AO3). Errors in communication restrict the understanding of the essay (AO4).</p> <p>Level 1: (0–6 marks) Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.</p> <p>Recommended Annotation CL for councillor, CM for committee, A1,A2.. for advantages and D1, D2... for disadvantages. Generic annotation guidance can be found on Page 1.</p>

Question	Answer	Marks	Guidance
8	<p>Indicative content</p> <p>Candidates are expected to:</p> <ul style="list-style-type: none"> • display some experience and/or knowledge of issues surrounding commuting • consider the issues facing individuals and businesses • identifying problems that are faced and their solutions. <p>It is possible that candidates may have experience of commuting (to and from school/college or a workplace). Some commute long distances across a city or from scattered rural communities. Good essays are likely to offer supporting case studies and examples that identify problems and offer practical and workable solutions; whilst these are welcome, they should be used for illustration and not as the mainstay of the essay.</p> <p>Problems and ways of tackling them:</p> <p>1 Punctuality: Arrive at work earlier or later when commuting is less difficult. For example if the commute is better by coming in at 9:00 a.m. instead of 8:00 a.m. maybe offer an option of working 9:00 a.m. to 6:00 p.m. instead of 8:00 a.m. to 5:00 p.m. This will help staff be happier because they are not spending so much time in traffic, though in some cases the journey is always a long one in terms of time and distance. Changes in starting and finishing times will also make the employer happier and remove the stress of dealing with an employee who is always late.</p> <p>2 Getting all the work completed: encourage telecommuting every so often. If workers have lots of tasks that can be done from home then it may be possible to allocate a day each week or every other week when they can work from home. This will help employees be happier because they are doing work but</p>	30	<p>Levels of Response</p> <p>These descriptors are intended as a first guide to examiners. They indicate the characteristics of a top level answer. Marks within the level are awarded when an answer does not include all the parts or qualities shown in the descriptor. Answers which are 'border-line' should be awarded the lowest mark in the level.</p> <p>Level 5: (25–30 marks)</p> <p>There is a very good understanding of the problems of commuting (AO1) that includes appropriate definitions and examples to support the ideas: this includes some background information based on personal knowledge. There is a clear coverage of a range of views showing an understanding of advantages and shortcomings (AO2). Candidates highlight the extent to which each system is desirable and question its validity using case study or their experience (AO3). The essay is communicated clearly and fluently with a range of vocabulary (AO4).</p> <p>Level 4: (19–24 marks)</p> <p>There is a good understanding of the problems of commuting (AO1) that includes some general background information the efficiency of each system. This is supported by some additional information or examples that clarify meanings and ideas, though not quite as balanced or detailed. The practicality is covered to some extent. (AO2). Candidates introduce some ideas and examples that highlight their interpretation of solutions using case study or their experience. (AO3). The essay is communicated clearly and fluently with few errors (AO4).</p>

Question	Answer	Marks	Guidance
	<p>subconsciously having a 'day off'. However, difficulties could be minimised by shortening the working day.</p> <p>3 Living a long distance from work: by finding out which staff members commute the farthest, try to see if their job can be performed mostly by remote computer. If a business is computer-based there are probably options for people to not come into the office unless attending a meeting. Relocation packages are a good way of solving this problem.</p> <p>4 Congestion on the roads: set up a car-share system. If people car-share they could be offered incentives that will help other people want to car-share as well. This will give people the opportunity to be able to sit in the passenger seat instead of always being the one in the driver's seat. However, delays can often be long and unpredictable.</p> <p>5 Efficiency and productivity: some workers are extremely tired well before the end of the working day due to the travelling to and from their place of work. The journey is not only tiring but also energy-sapping. The implementation of European working hours, with an extended lunch break where workers can rest more fully and recharge for the remainder of the working day, may help to ease this problem.</p>		<p>Level 3: (13–18 marks) The essay is attempted in broader terms with some description being stronger than others (AO1). There is some support from additional information or examples that go some way towards clarity though the essay may be one sided and dismissive of parts of the solutions (AO2). Support and a balanced examination of ideas is weak and/or sketchy or possibly assertive and unfounded (AO3). The essay is communicated with some clarity though there are limitations in the quality of language and presentation (AO4).</p> <p>Level 2: (7–12 marks) Only part of the essay is seriously tackled and the descriptions are vague and misleading (AO1). Additional information or examples are sparse, ambiguous or incomplete (AO2). There are few (or no) ideas concerning the limitations of the problems and solutions of each category (AO3). Errors in communication restrict the understanding of the essay (AO4).</p> <p>Level 1: (0–6 marks) Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.</p> <p>Recommended Annotation: I for individuals, B for businesses, P for problems difficulties, Sol for solutions. Generic annotation guidance can be found on Page 1.</p>

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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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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