

# **General Studies**

Advanced GCE

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

## **Mark Scheme for January 2012**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

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

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2012

Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

**Annotations**

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

<b>Annotation</b>	<b>Meaning</b>
Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
F	indicates a loss of focus in the answer, which often leads to
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 <b>OR</b>
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. It is essential that your annotations show clearly why marks have been awarded or withheld.**

**Stages to a 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.

**Write a full summative comment using the AO statements from the Generic Mark Descriptors as a comment bank.**

- eg
- AO1** good knowledge  
very limited knowledge and eg
  - AO2** competent analysis and evaluation  
limited analysis and a superficial evaluation only
  - AO3** personal experience relevantly adduced  
Clear evaluation of different types of knowledge
  - AO4** fluently written with specialist vocabulary well used  
Some fluency but many Sp/Eng/G errors

You may make comments additional to the AO statements but **NOT** instead of them. Such comments must be positive and specific, eg ***excellent use of specialist knowledge AO1, notable for clarity and elegance, (AO4) some unusual egs well developed AO2, 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.**

The maximum mark for this paper is 100.

**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

Question	Answer	Marks	Guidance												
1	<p>This question involves candidates in interpreting and evaluating opinions.</p> <p><b>Indicative content</b></p> <p><b>Saint</b></p> <ul style="list-style-type: none"> <li>• acting in the interests of/on behalf of/for the benefit of all mankind</li> <li>• warning of the dangers of climate change requires courage and strength of character</li> <li>• campaigners publicise an unpopular message</li> <li>• they can be accused of scaremongering</li> <li>• the cause of climate change is controversial</li> <li>• the controversy tests someone's "green" credentials severely.</li> </ul> <p><b>Communist</b></p> <ul style="list-style-type: none"> <li>• posing a threat to the industrialised capitalist system (which is seen by many as a major cause of climate change)</li> <li>• everyone will be affected by climate change – it will not respect or respond to class, intelligence or wealth</li> <li>• stopping climate change will involve greater sacrifices from the better-off as their lifestyle is more vulnerable</li> <li>• this may be felt as a personal attack on the wealthy, perhaps relished by the less well-off</li> <li>• the measures needed to combat climate change are stringent and will lead to austerity in lifestyle.</li> </ul>	10	<p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1330 347 2069 419"> <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></td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p><b>Recommended annotation:</b></p> <p><b>Points relating to the dangers of climate change:</b> Tick and label <b>Sa1/Sa2</b> [Sa = saint]</p> <p><b>Points relating to measures needed to stop it:</b> Tick and label <b>Co1/Co2</b> [Co = communist]</p> <p><b>Dev</b> for development</p> <p><b>Award 4 marks [AO1 1 + AO2 3]</b> for a single very well developed point or two cited points. Candidates can score 8 marks <b>only</b> if both a "Saint" and "Communist" point is made.</p> <p><b>Awarding AO4 marks</b></p> <p>2 marks - Meaning is clear with very few errors of SPG. 1 mark - Meaning partially clear with some errors of SPG. 0 marks - Meaning is not clear or frequent errors of SPG.</p> <p><b>Where there are 0 marks awarded for content, 0 marks must be awarded for AO4.</b></p> <p><b>Award 4 + 4 + 2 inside margin, ringed total outside margin.</b></p>	Question	AO1	AO2	AO3	AO4	Total	1	2	6		2	10
Question	AO1	AO2	AO3	AO4	Total										
1	2	6		2	10										

Question	Answer	Marks	Guidance												
2	<p>This question involves candidates in identifying and illustrating an ethical issue arising from the source and discussing its implications, using the situation in the source to illustrate their points.</p> <p><b>Indicative content</b></p> <p>The ethical issue could be derived from one or more of the following points:</p> <ul style="list-style-type: none"> <li>• family loyalty, employee loyalty and the law – Sam has three conflicting loyalties: how should he resolve these?</li> <li>• professional ethics and private morality – is it possible, or correct, to keep them separate, or must one always inform the other?</li> <li>• the law says that an accessory “after the fact” [someone who knows about a crime but does nothing about it] is as guilty as the criminal. What is Sam’s ethical position in this respect?</li> <li>• it may be possible to justify theft in certain situations – but do Paul’s actions have any ethical validity?</li> <li>• can Paul’s perceived grievance against his employers justify his actions to any extent?</li> <li>• how should Paul act if his ex-employers involve the police and the stolen goods are found at his and Sam’s house? should he protect his brother at that stage?</li> <li>• does the [presumable] theft of petty cash by Paul alter the ethical position? Are some kinds of theft worse than others?</li> <li>• personal and professional integrity in relation to the law</li> </ul> <p>Some candidates will write of this situation citing the ethical imperatives of their own [or others’] ethnic or religious communities. Should this happen then examiners should assess the answer on its merits.</p>	10	<p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1330 280 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>2</td> <td>2</td> <td>6</td> <td></td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p><b>Recommended annotation:</b> Tick for a valid point Dev for development</p> <p><b>Award 6 - 8 marks</b> for a very well developed answer which fully explores and evaluates the selected issue</p> <p><b>Award 3 - 5 marks</b> for a developed answer which explores and evaluates the selected issue</p> <p><b>Award 1 - 2 marks</b> for an answer which partially explores and evaluates the selected issue</p> <p><b>Awarding AO4 marks</b></p> <p>2 marks - Meaning is clear with very few errors of SPG. 1 mark - Meaning partially clear with some errors of SPG. 0 marks - Meaning is not clear or frequent errors of SPG.</p> <p><b>Where there are 0 marks awarded for content, 0 marks must be awarded for AO4.</b></p> <p><b>Award 8 + 2 inside margin, ringed total outside margin.</b></p>	Question	AO1	AO2	AO3	AO4	Total	2	2	6		2	10
Question	AO1	AO2	AO3	AO4	Total										
2	2	6		2	10										

Question	Answer	Marks	Guidance												
3	<p>This question involves candidates in reading and interpreting information from a data set.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>more people under 35 than over it have no religion: this suggests that the young are more secularised than the elderly</li> <li>the older age groups show a progressive decline in atheism, suggesting that religious belief survives in the middle aged and elderly whilst younger age groups reject it</li> <li>the proportions of male and female in the under 35s are more or less balanced</li> <li>there are significantly fewer female than male atheists in the older age groups, a point borne out by the statistics of women attending churches where they often predominate taken overall, and assuming that younger age groups do not embrace religious belief as they grow older, this table might suggest a progressive secularisation of society</li> <li>there is still a very large preponderance of religious believers in all age groups, even in the under 35s</li> <li>religious belief is surviving as a strong element in our society as the number of members of all religions remains high.</li> </ul>	10	<p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1330 268 2069 341"> <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></td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p><b>Recommended annotation:</b>  <b>Tick</b> and label <b>Ag1/Ag2/Ag3</b> – points to do with age  <b>Tick</b> and label <b>Ge1/Ge2/Ge3</b> – points to do with gender  <b>Dev</b> for development</p> <p><b>Award 6 - 8 marks</b> for a well developed answer which would probably embody issues from two of the bullet points listed in the indicative content; a maximum of four marks may be awarded for data response</p> <p><b>Award 3 - 5 marks</b> for a developed answer which would probably embody issues from one of the bullet points listed in the indicative content; a maximum of four marks may be awarded for data response</p> <p><b>Award 1 - 2 marks</b> for an answer which would probably refer to an issue cited in one of the bullet points listed in the indicative content: these marks may derive from data response only</p> <p><b>Awarding AO4 marks</b></p> <p>2 marks - Meaning is clear with very few errors of SPG.  1 mark - Meaning partially clear with some errors of SPG.  0 marks - Meaning is not clear or frequent errors of SPG.</p> <p><b>Where there are 0 marks awarded for content 0 marks must be awarded for AO4.</b></p> <p><b>Award 6 + 2 inside margin, ringed total outside margin.</b></p>	Question	AO1	AO2	AO3	AO4	Total	3	2	6		2	10
Question	AO1	AO2	AO3	AO4	Total										
3	2	6		2	10										

Question	Answer	Marks	Guidance												
4	<p>This question involves candidates writing a brief response on a cross-domain topic suggested by CP Snow's <i>Two cultures</i> (1959 Royal Society Lecture).</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>the knowledge base enabling intelligent discussion of either science or the arts is both wide and deep</li> <li>only a minority of people have the time and the intelligence to acquire this</li> <li>except for professionals in the field, the arts – music, literature, drama – tend to be thought of as recreational</li> <li>qualified scientists are more liable to be practising professionally in that field and this dichotomy between recreational and vocational is a barrier</li> <li>modern educational practice encourages an early split between scientific and artistic studies – after which scientists may receive no formal artistic education and vice versa</li> <li>subjects like General Studies – usually under-funded and not timetabled – attempt to remedy this, but are generally held in low esteem.</li> <li>science and culture are both relevant to life</li> <li>culture and the arts provide a social, cultural and moral context in which scientists work</li> <li>artists may produce more relevant and realistic work if they have an understanding of science</li> </ul>	20	<p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1330 276 2069 347"> <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>4</td> <td>7</td> <td>7</td> <td>2</td> <td>4</td> <td>20</td> </tr> </tbody> </table> <p><b>Recommended annotation:</b>  points related to science      <b>Sc1/Sc2/Sc3.....[Science]</b>  points related to culture      <b>Cu1/Cu2//Cu3....[Culture]</b>  points related to education  <b>Ed1/Ed2/Ed3....[Education]</b></p> <p><b>Levels of Response</b>  These level descriptors are intended as a first guide to examiners. They indicate the characteristics of a top 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 'borderline' should be awarded the lowest mark in the level.</p> <p><b>Level 5: (17–20 Marks)</b>  Candidates will show a very good understanding of the “two cultures” concept which underlies the source and the question, and produce a well developed answer which incorporates a wide range of indicative content. Analysis will be concise and focused, and an example will be given [AO3]. The answer will be clearly structured and written with facility.</p> <p><b>Level 4: (13–16 Marks)</b>  Candidates will show a good understanding of the “two cultures” concept which underlies the source and the question, and produce a developed answer which incorporates a good range of indicative content. Analysis will be secure, and an example may be given [AO3]. The answer will be clearly structured and clearly written.</p>	Question	AO1	AO2	AO3	AO4	Total	4	7	7	2	4	20
Question	AO1	AO2	AO3	AO4	Total										
4	7	7	2	4	20										

Question	Answer	Marks	Guidance
			<p><b>Level 3: (9–12 Marks)</b> Candidates will show an adequate understanding of the “two cultures” concept which underlies the source and the question, and produce a relevant answer which incorporates an adequate range of indicative content. Analysis will lack balance, and an example, if given, will not be integrated [AO3]. The answer will be understandable but will contain some errors of punctuation, spelling and grammar.</p> <p><b>Level 2: (5–8 Marks)</b> Candidates will show a modest understanding of the “two cultures” concept which underlies the source and the question, and produce a partial answer which incorporates a limited range of indicative content. Analysis will be limited and will lack balance, and no example [AO3] will be given. The answer will be intelligible but will be significantly flawed as to punctuation, spelling and grammar.</p> <p><b>Level 1: (0–4 Marks)</b> Candidates will show a restricted understanding of the “two cultures” concept which underlies the source and the question, and produce a fragmentary answer which incorporates a very limited range of indicative content. Analysis will be very limited and no example [AO3] will be given. The answer will be intelligible but will be flawed as to punctuation, spelling and grammar to the extent that understanding may be impeded.</p>

## SECTION B

Question	Answer	Marks	Guidance																	
5	<p>This question involves deducing social scientific and cultural trends from statistical evidence.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>at first sight, the closure of hospitals and clinics may suggest a significant loss of amenity which has not been replaced</li> <li>the closure of hospitals and clinics that may be redundant, obsolete or too expensive to refurbish could represent greater efficiency</li> <li>the refurbishment of hospitals, clinics and schools would not show in these statistics as no change of use is involved</li> <li>the closure of libraries is a loss of local amenity, but this is balanced by greater provision of mobile facilities, and a greater dependence on the internet for reading and research</li> <li>although local post offices may have been lost, there are now many Royal Mail franchises in supermarkets and large stores, and many Royal Mail facilities have been replaced by on line provision</li> <li>the loss of swimming pools has been balanced by their incorporation in new multi-purpose leisure facilities like health centres and sports clubs</li> <li>these closures taken together might suggest negative social and cultural changes though closer examination suggests more of a shift of emphasis</li> <li>the opening of 300 lap dancing clubs will be seen by many as a social and cultural deterioration, given their unsavoury reputation, as will the opening of more facilities for gambling</li> </ul>	50	<p><b>Objective Balance</b></p> <table border="1" data-bbox="1279 336 2069 408"> <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><b>Recommended annotation</b>  <b>Intro.</b> for introduction  <b>Soc1/2/3...</b> for social change  <b>Cu1/2/3...</b> for cultural change  <b>Sc1/2/3...</b> for scientific change  <b>Dev</b> for development  <b>Ev</b> for evaluation  <b>Conc</b> for conclusion.</p> <p><b>Levels of Response</b>  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><b>Level 5: (41–50 Marks)</b>  Candidates will show a very good understanding of the social, cultural and scientific changes implied by the source, and produce a well developed answer which incorporates a wide range of indicative content. Analysis will be concise and focused, and examples will be given and developed [AO3]. The answer will be clearly structured and written with facility.</p> <p><b>Level 4: (31–40 Marks)</b>  Candidates will show a good understanding of the social, cultural and scientific changes implied by the source, and produce a developed answer which incorporates a good</p>						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"> <li>• the public associate lap dancing clubs and betting shops with crime though this may be regarded as unfair by the people who use their facilities.</li> <li>• there is nothing illegal in the provision of such leisure facilities even though many feel that lap dancing clubs exploit the women who work in them</li> <li>• the opening of over a 1000 supermarkets will have had a considerable negative effect on high street retail provision, causing the loss of many small businesses</li> <li>• customers are now assured of high quality produce at prices reduced by economies of scale</li> <li>• opening of 3000 health clubs is a wholly positive development showing that people are increasingly taking responsibility for their own physical well being</li> <li>• the expansion of local authority arts centres reflects a growing interest in cultural well-being</li> <li>• what appears at first sight to be a set of statistics showing a deterioration in public amenities balanced by a growth in some less desirable social and cultural amenities can in fact be read both ways</li> <li>• it is paradoxical that these changes have taken place during the term of a labour government.</li> </ul>		<p>range of indicative content. Analysis will be secure and examples will be given and may be developed [AO3]. The answer will be clearly structured and clearly written.</p> <p><b>Level 3: (21–30 Marks)</b> Candidates will show an adequate understanding of the social, cultural and scientific changes implied by the source, and produce a relevant answer which incorporates an adequate range of indicative content. Analysis will be adequate but may lack balance. Examples may be given but may not be developed or integrated [AO3]. The answer will be understandable but will contain some errors of punctuation, spelling and grammar.</p> <p><b>Level 2: (11–20 Marks)</b> Candidates will show a modest understanding of the social, cultural and scientific changes implied by the source, and produce a partial answer which incorporates a limited range of indicative content. Analysis will be limited and will lack balance. Examples will not be given [AO3]. The answer will be intelligible but will be significantly flawed as to punctuation, spelling and grammar.</p> <p><b>Level 1: (0–10 Marks)</b> Candidates will show a restricted understanding of the social, cultural and scientific changes implied by the source, and produce a fragmentary answer which incorporates a very limited range of indicative content. Analysis will be very limited and will lack balance. Examples will not be given [AO3]. The answer will be intelligible but will be flawed as to punctuation, spelling and grammar to the extent that understanding may be impeded.</p> <p><b>An answer addressing only two areas will score a maximum level three: an answer addressing only one area will score a maximum level two.</b></p>

Question	Answer	Marks	Guidance												
6	<p><b>This question involves:</b></p> <ul style="list-style-type: none"> <li>the choice of influential elements from family, schools and peers</li> <li>the comparison of these influences with that of the mass and social media</li> <li>illustration of these influences and how they work in relation to political, social and individual ideologies and values.</li> </ul> <p><b>Indicative content</b> The question asks candidates to write from their own experience and to that extent a list of indicative content would either be too vague to be useful or too long to be used effectively. What follows is a list of the suggested input which may be received by individuals from their chosen influence contrasted with the possible influence of mass and social media. In assessing answers the main criterion must be the extent to which candidates have been able to remain objective about their own experience rather than write autobiographical essays. In addition, they must compare and contrast the personal influences they have received from family, peers and school with those gained from the mass and social media.</p> <p><b>The family could influence</b></p> <ul style="list-style-type: none"> <li>religious values and beliefs</li> <li>models of family life and interaction</li> <li>the family and social roles of men and women</li> <li>attitudes to money</li> <li>ethics and morality with regard to all modes of behaviour including sex.</li> </ul> <p><b>Possible ideologies/values might include:</b></p> <ul style="list-style-type: none"> <li>political views and alignment</li> <li>social ideologies feminism</li> <li>individual ideologies eg vegetarianism.</li> </ul>	50	<p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1279 280 2067 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>6</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p><b>Recommended annotation</b>  <b>Intro.</b> for introduction  <b>Fam1/2/3.....</b>for points relating to family influence  <b>Sch1/2/3.....</b>for points relating to school influence  <b>Pe1/2/3.....</b>for points relating to peer influence  <b>Med1/2/3.....</b>for points relating to media influence  <b>Dev</b> for development  <b>Ev</b> for evaluation  <b>Conc</b> for conclusion.</p> <p><b>Levels of Response</b> 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><b>Level 5: (41–50 Marks)</b> Candidates will make a clear choice of influence and discuss its influence using a wide range of indicative content, showing a very good understanding. This influence will be compared and contrasted very ably with the influence of the mass and social media to produce a well developed answer with very good analysis and evaluation. Very good use of examples and illustrations [AO3] will be made. The answer will be clearly structured and written with facility.</p>	Question	AO1	AO2	AO3	AO4	Total	6	7	25	8	10	50
Question	AO1	AO2	AO3	AO4	Total										
6	7	25	8	10	50										

Question	Answer	Marks	Guidance
	<p>NB that this influence could be positive or could lead the individual to react against it. This still counts as an influence.</p> <p><b>Schools</b></p> <ul style="list-style-type: none"> <li>• the values of organisations, systems and hierarchies and their relationship to the individual</li> <li>• values surrounding education and learning</li> <li>• attitudes to competition including sport</li> <li>• tolerance in socialisation in a large group</li> <li>• attitudes to participation and individuality.</li> </ul> <p><b>Possible ideologies/values might include:</b></p> <ul style="list-style-type: none"> <li>• utilitarianism</li> <li>• elitism</li> <li>• tolerance and awareness of difference – racial and cultural</li> <li>• susceptibility to peer pressure</li> <li>• individualism vs co-operation.</li> </ul> <p><b>Peers</b></p> <ul style="list-style-type: none"> <li>• political and social ideologies</li> <li>• social, sexual and racial politics and ethics</li> <li>• fashion as a personal or political statement</li> <li>• music as a personal or political statement.</li> </ul> <p><b>Possible ideologies/values might include:</b></p> <ul style="list-style-type: none"> <li>• joining a political party or movement</li> <li>• sexual politics – feminism, attitudes to different sexualities</li> <li>• alignment with a youth culture – emo or chav</li> <li>• racial politics and/or gang culture.</li> </ul>		<p><b>Level 4: (31–40 Marks)</b> Candidates will make a clear choice of influence and discuss its influence using a good range of indicative content, showing good understanding. This influence will be compared and contrasted ably with the influence of the mass and social media to produce a developed answer with good analysis and evaluation. Good use of examples and illustrations [AO3] will be made. The answer will be well structured and well written.</p> <p><b>Level 3: (21–30 Marks)</b> Candidates will make a clear choice of influence and discuss its influence using an adequate range of indicative content showing adequate understanding. This influence will be compared and contrasted adequately with the influence of the mass and social media to produce a developed answer with some relevant analysis and evaluation, though this will be unbalanced. Adequate use of examples and illustrations [AO3] will be made. The answer will be structured and clearly written though there will some errors of punctuation, spelling and grammar.</p> <p><b>Level 2: (11–20 Marks)</b> Candidates will make a choice of influence and discuss its influence using a limited range of indicative content showing modest understanding. This influence will be compared or contrasted in a limited fashion with the influence of the mass and social media to produce a partial answer with limited and unbalanced analysis and evaluation. There will be limited use of examples and illustrations [AO3]. The answer will be intelligible but will contain repeated errors of punctuation, spelling and grammar.</p>

Question	Answer	Marks	Guidance
	<p><b>the mass and social media</b> the influence of these is wide ranging and pervasive and includes a huge range of ideologies and values, political, social, cultural, individual and religious.</p> <p>The requirement to compare the media influence with those received from family, school and peers will help candidates to shape the essay.</p>		<p><b>Level 1: (0–10 Marks)</b> Candidates will make a choice of influence and discuss its influence using a very limited range of indicative content showing restricted understanding. This influence will be compared or contrasted in a very limited fashion with the influence of the mass and social media to produce a fragmentary answer with very limited and unbalanced analysis and evaluation. There will be very limited use of examples and illustrations [AO3]. The answer will contain repeated errors of punctuation, spelling and grammar such that understanding may be impeded.</p> <p><b>An answer making a case of only for or against will score a maximum level three.</b></p>

Question	Answer	Marks	Guidance												
7	<p>This question involves describing a set of priorities for disaster relief using ideas from three domains</p> <p>Suffix <b>[T]</b> denotes a technological point; suffix <b>[S]</b> denotes a social point;  suffixed <b>[C]</b> denotes a cultural point</p> <p><b>Short term priorities</b></p> <ul style="list-style-type: none"> <li>• the rescue and triaging of trapped casualties <b>[T]</b></li> <li>• provision of emergency medical treatment <b>[T]</b></li> <li>• provision of clean water, food and temporary shelter <b>[T]</b></li> <li>• identification and certification of the dead <b>[S]</b></li> <li>• return of the dead to their families <b>[S]</b></li> <li>• respectful burial of the dead according to local custom <b>[C]</b></li> <li>• the inspection, making safe and/or demolition of damaged buildings and infrastructure <b>[T]</b></li> <li>• administering humanitarian aid fairly <b>[S]</b></li> <li>• the prevention of looting or the creation of black markets <b>[S]</b></li> <li>• the recruitment of a local work force to assist aid workers <b>[T]</b>.</li> </ul> <p><b>Longer term priorities</b></p> <ul style="list-style-type: none"> <li>• replacing infrastructure – eg transport and utilities – to withstand further floods, earthquakes or hurricanes <b>[T]</b></li> <li>• rebuilding of towns and cities to safety standards enabling them to withstand further disasters <b>[T]</b></li> <li>• working with survivors – particularly children – to help them cope with PTSD or other psychological damage <b>[S]</b></li> <li>• working with local politicians and executives to prevent a recurrence of social conditions [eg shanty</li> </ul>	50	<p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1276 271 2067 343"> <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>7</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p><b>Recommended annotation</b></p> <p><b>Intro</b> for introduction  <b>ST1/2/3...LT1/2/3...</b>for short-term/long term technological issues  <b>SS1/2/3...LS1/2/3...</b>for short-term/long term social issues  <b>SC1/2/3.../LC1/2/3...</b> for short term/long term cultural issues  <b>Dev</b> for development  <b>Ev</b> for evaluation, <b>Conc</b> for conclusion.</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><b>Level 5: (41–50 Marks)</b>  Candidates will cite a very wide range of short and long term priorities in all three categories. They will show a very good understanding in all areas and produce a well developed answer with very good analysis and evaluation. Very good use of examples and illustrations [AO3] will be made. The answer will be clearly structured and written with facility.</p> <p><b>Level 4: (31–40 Marks)</b>  Candidates will cite a good range of short and long term priorities in all three categories. They will show a good understanding in all areas and produce a developed answer with good analysis and evaluation. Good use of examples</p>	Question	AO1	AO2	AO3	AO4	Total	7	7	25	8	10	50
Question	AO1	AO2	AO3	AO4	Total										
7	7	25	8	10	50										

Question	Answer	Marks	Guidance
	<p>towns or homeless people] who suffer disproportionately in natural disasters <b>[S]</b></p> <ul style="list-style-type: none"> <li>• working with community leaders to raise awareness of eg public health and hygiene issues <b>[S]</b></li> <li>• working with religious and community leaders to help with appropriate memorials for those who died in the disaster <b>[C]</b></li> <li>• ensuring that aid money is securely held, allocated and administered so as to prevent the takeover of power in developing countries by <b>[S]</b> organised crime</li> <li>• ensuring that all aid programmes are regularly and independently scrutinised to prevent embezzlement and misappropriation <b>[S]</b></li> <li>• ensuring that where possible intermediate technology is used, to ensure that re-development is sustainable and appropriate to the culture <b>[C]</b></li> </ul> <p>• whilst respecting local culture as far as possible, working to develop societies into a more sustainable way of life – eg the culture of wealth being measured by cattle ownership, which leads to over-grazing of land. <b>[C]</b></p>		<p>and illustrations [AO3] will be made. The answer will be clearly structured and clearly written.</p> <p><b>Level 3: (21–30 Marks)</b> Candidates will cite an adequate range of short and long term priorities in all three categories. They will show an adequate understanding in all areas and produce a relevant answer with analysis and evaluation which may however be unbalanced. Adequate use of examples and illustrations [AO3] will be made. The answer will be structured and clearly written though there will some errors of punctuation, syntax and grammar.</p> <p><b>Level 2: (11–20 Marks)</b> Candidates will cite a limited range of short and long term priorities in all three categories. They will show a modest understanding in all areas and produce a partial answer with limited analysis and evaluation which will also be unbalanced. Limited use of examples and illustrations [AO3] will be made. The answer will be intelligible but will contain repeated errors of punctuation, spelling and grammar.</p> <p><b>Level 1: (0–10 Marks)</b> Candidates will cite a very limited range of short and long term priorities in all three categories. They will show a restricted understanding in all areas and produce a fragmentary answer with very limited analysis and evaluation which will also be very unbalanced. Very limited use of examples and illustrations [AO3] will be made. The answer will contain repeated errors of punctuation, spelling and grammar such that understanding may be impeded.</p> <p><b>An answer addressing only two areas will score a maximum level three: an answer addressing only one area will score a maximum level two.</b></p>

## APPENDIX 1

## Generic mark scheme for questions worth 50 marks

## Level 5

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

## Level 4

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

## Level 3

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

## Level 2

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

## Level 1

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

**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](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2012

