

General Studies

Advanced Subsidiary GCE F731

The Cultural and Social Domains

Mark Scheme for June 2010

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Overview of changes**AS Unit 1: *The Cultural and Social Domains* (F731)**

70% of the total AS GCE marks
2 hrs written paper
120 marks

This paper has four sections:

Section A: Candidates focus upon the Cultural Domain and are provided with focused resource material on which they answer a series of short, structured questions.

Section B: Candidates focus upon the Cultural Domain and are required to write at greater length on one of three topics.

Section C: Candidates focus upon the Social Domain and are provided with focused resource material on which they answer a series of short, structured questions.

Section D: Candidates focus upon the Social Domain and are required to write at greater length on one of three topics.

Differences in the new specification need to be taken account of by those examiners who have marked the legacy specification.

- Change of terminology. The papers will be marked using the term 'levels' not 'bands'. Level 1 being the lowest level.
- The marks for the extended writing sections in each unit is now 30 not 40.
- The time allocation for F731 has increased to take account of both the Social and Cultural Domain being assessed together in one unit.
- The total of marks for Unit F731 is 120 marks.
- Changes to the assessment objectives.

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.

Guidance for Examiners

Do not use ticks in sections 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.

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 OR
Key	written beside an underlined choice or key phrase
Rubric	rubric infringement
D	description
R	reason
Rep	repetition, often of the question
Ev	evaluation

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.

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	examples given
	AO3	personal experience relevant restricted personal experience
	AO4	clearly written inaccurate Spg

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 eg's 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.

Examiners should apply the generic mark scheme to make their initial assessment using a 'best fit', holistic approach. Reference should be made to the indicative content and the assessment objectives to arrive at the final mark.

Generic Levels Mark Scheme for essay questions marked out of 30

AO1	Level descriptor	Marks
	<i>The candidate demonstrates the following abilities where appropriate to:</i>	
Level 5	<ul style="list-style-type: none"> select, use and integrate a very good range of relevant knowledge; show a good understanding of the concepts involved; 	8
Level 4	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge; show understanding of the concepts involved; 	6-7
Level 3	<ul style="list-style-type: none"> select, use and integrate a range of relevant knowledge; show an adequate understanding of the concepts involved; 	4-5
Level 2	<ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge; show a modest understanding of the concepts involved; 	2-3
Level 1	<ul style="list-style-type: none"> select, use and integrate some knowledge which may not be accurate; show a restricted understanding of the concepts involved. 	1
AO2	Level Descriptor	Marks
	<i>The candidate demonstrates the following abilities where appropriate to:</i>	
Level 5	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluate them appropriately; use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence; 	9-10
Level 4	<ul style="list-style-type: none"> interpret and analyse issues and problems and evaluate them competently; use evidence to develop reasoned arguments and draw conclusions on the evidence; 	7-8
Level 3	<ul style="list-style-type: none"> undertake some interpretation and analysis of issues and problems and make a superficial evaluation; use evidence to develop arguments and draw limited conclusions; 	5-6
Level 2	<ul style="list-style-type: none"> demonstrate limited interpretation and analysis of issues and problems with limited evaluation; use evidence to develop limited arguments and draw limited conclusions; 	3-4
Level 1	<ul style="list-style-type: none"> demonstrate poor interpretation and analysis of issues, problems and evaluation; recognise arguments and conclusion. 	1-2

AO3	Level descriptor	Marks
	<i>The candidate demonstrates the following abilities where appropriate to:</i>	
Level 4	<ul style="list-style-type: none"> demonstrate very good awareness of the differences between types of knowledge; have a very good appreciation of the strengths and limitation of the different types of knowledge; 	4
Level 3	<ul style="list-style-type: none"> demonstrate good awareness of the differences between types of knowledge; have a good appreciation of the strengths and limitations of the different types of knowledge; 	3
Level 2	<ul style="list-style-type: none"> demonstrate awareness of the differences between types of knowledge; have an appreciation of the strengths and limitations of the difference types of knowledge; 	2
Level 1	<ul style="list-style-type: none"> demonstrate a restricted awareness of the differences between types of knowledge; have little appreciation of the strengths and limitations of the different types of technology. 	1
AO4	Level descriptor	Marks
	<i>The candidate demonstrates the following abilities where appropriate to:</i>	
Level 5	<ul style="list-style-type: none"> communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way; use a wide range of the rules of grammar punctuation and spelling with accuracy and facility. 	8
Level 4	<ul style="list-style-type: none"> communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way; use a range of the rules of grammar, punctuation and spelling with accuracy and facility; 	6-7
Level 3	<ul style="list-style-type: none"> communicate clearly, using some specialist vocabulary with facility; use some of the rules of grammar, punctuation and spelling with facility; 	4-5
Level 2	<ul style="list-style-type: none"> communicate ideas with limited clarity, using some specialist vocabulary; use some rules of grammar, punctuation and spelling; 	2-3
Level 1	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms; use poor grammar and punctuation, and inaccurate spelling. 	1

Section A – The Cultural Domain

Question	AO1	AO2	AO3	AO4	Total
1a	4	4		2	10

- 1 (a) Consider the two images. Compare the ways in which the artists convey the underlying message. [10]

Source 1	Source 2
Uses language	Silent
Coloured	Black and white/sepia
Detailed and complex	Simply stated
Artist's poster	Actuality photograph
Requires some knowledge (oil conservation, the effects of terrorism)	Picture tells its own story
Intellectual appeal	Emotional appeal
Explicit message	Implicit message

These are but a few suggestions of possible comparisons which might be made. Candidates will undoubtedly think of others. Award marks according to the following scheme:

Max 10 marks:

Level 5 – Makes a range of developed comparisons. [9-10]

Level 4 – Makes **two** developed comparisons. [7-8]

Level 3 – **Two** comparisons but reference to sources unbalanced. [5-6]

Level 2 – **One** comparison with little development. [3-4]

Level 1 – No comparison but some content from photographs. [1-2]

Assessment Objectives balance

Question	AO1	AO2	AO3	AO4	Total
1b	4			2	6

- (b) For one of the images choose one publication from the following list in which the image may appear:

broadsheet newspaper tabloid newspaper lifestyle magazine
charity flyer political periodical

For your chosen publication, give two reasons why the editor might choose that image. [6]

Possible reasons may include:

- degree of complexity and sophistication of content
- implicit political overtones
- simplicity in order to capture people's imagination
- aimed at particular person(s) of a social class or financial background.

A sound answer will show a clear grasp of the nature of the publication, matched well to the qualities of the image. Award **one** mark for each reason and up to **two** marks for the development of ideas.

Assessment Objectives balance

Question	AO1	AO2	AO3	AO4	Total
1c	4				4

- (c) Outline two reasons why a photographer may choose to take a picture in black and white rather than full colour. [4]

Possible reasons include:

- capture a historical moment or flavour
- implication of mood or atmosphere
- implication of wealth or social background
- for aesthetic reasons and reasons of form and construction.

Do not credit economic reasons.

For each reason, award **one** mark and **one** further mark for a supporting idea or example.

Assessment Objectives balance

Question	AO1	AO2	AO3	AO4	Total
1d	4	4		2	10

- (d) Consider one art form with which you are familiar. Outline and discuss two ways in which creative artists select and use their materials in order to achieve a successfully finished work. [10]

There are nine art forms in the specification to consider and therefore a comprehensive list would be inappropriate. Successful candidates will be referring to:

- form and structure
- elements within a design or composition
- motifs, themes and subject matter
- adaptation and extension of ideas.

This is in no way comprehensive and it is likely that the individual expertise of candidates will expose different and clearly creditable ideas.

Max 10 marks:

- Level 5** – A clear and detailed knowledge of two ways written with confidence and accuracy. [9-10]
- Level 4** – Good knowledge, with one way being stronger than the other. [7-8]
- Level 3** – Some understanding of ways, but not fully explained or developed. [5-6]
- Level 2** – A limited attempt to name a way, but with no explanation or development. [3-4]
- Level 1** – An answer with a poor understanding of art forms and techniques. [1-2]

Section B – The Cultural Domain

Answer one question from this section. Answers must be in continuous prose.

- 2 'Animals should have no rights. Only humans have rights.' Present a reasoned response to this assertion.

[30]

Indicative Content

What are animal rights? There follows the proposed Universal Declaration of Animal Rights and an article which attempts to present both sides of the case. Examiners are asked to read through these as a way of becoming familiar with the differing viewpoints on of animal rights.

'The ascription of moral and legal rights to animals, and their enshrinement in a United Nations Declaration of Animal Rights is a logical and inevitable progression of ethical thinking.'

UNIVERSAL DECLARATION OF ANIMAL RIGHTS

In as much as there is ample evidence that many animal species are capable of feeling, we condemn totally the infliction of suffering upon our fellow creatures and the curtailment of their behavioural and other needs save where this is necessary for their own individual benefit.

We do not accept that a difference in species alone (any more than a difference in race) can justify wanton exploitation or oppression in the name of science or sport, or for use as food, for commercial profit or for other human gain.

We believe in the evolutionary and moral kinship of all animals and declare our belief that all sentient creatures have rights to life, liberty and natural enjoyment. We therefore call for the protection of these rights

The difference between animal rights and animal welfare has been summed up like this:

Animal rights advocates are campaigning for no cages, while animal welfarists are campaigning for bigger cages. Animal rights supporters believe that it is morally wrong to use or exploit animals in any way and that human beings should not do so. Animal welfare supporters believe that it can be morally acceptable for human beings to use or exploit animals, as long as: the suffering of the animals is either eliminated or reduced to the minimum and there is no practicable way of achieving the same end without using animals. For people who think like this, the suffering to animals is at the heart of the issue, and reducing the suffering reduces the wrong that is done.

Supporters of animal rights don't think that doing wrong things humanely makes them any less wrong.

Should Animals Have Rights?

by Maureen Carr, SpeakOut.com Writer

Tuesday, July 31, 2001

Background:

On July 13, 2001, Andrew Burnett, also known as “the dog killer,” was sentenced to three years in prison for tossing a small dog into oncoming traffic after a minor automobile accident in February 2000. The case drew national attention to the issues of road rage and animal cruelty. As a result of the “dog killer” case and other recent acts of violence towards animals, 36 states have adopted felony-level penalties for acts of animal cruelty.

Animal rights activists are concerned with more than simply opposing cruelty towards household pets. In formulating an opinion on animal rights, a wide array of animals and situations must be considered. The following categories are essential in any analysis of animal rights:

- Animals in human communities: the care and treatment of companion pets.
- Animals on farms: includes living conditions and treatment of animals on farms and in slaughterhouses.
- Animals in laboratories: involves the use of animals in medical research testing, product testing, genetic engineering, and for educational purposes.
- Wildlife: involves the direct treatment of animals in the wild as well as how human use of natural resources influences the lives of animals.

The spectrum of opinion on animal rights is wide, but positions on the issue can be broken into two broad categories: those who support animal rights and those who do not.

On one hand ...

Animal rights activists oppose cruelty towards animals on moral grounds. While all proponents of animal rights share this basic premise, they diverge beyond that. Extreme animal protectionism is based on the idea of the moral equality of humans and animals. Proponents of this viewpoint argue that animals are equal to humans and therefore deserve all the same rights. Consequently, these activists go far beyond simply opposing cruelty towards household pets. Very often, they oppose human consumption of any animal products and consider it callous to hold animals on farms and in zoos. They adamantly oppose the use of animals in laboratories for any reason, including medical research. They also fight to protect the natural resources that animals in the wild need to survive.

In contrast, more mainstream animal rights activists promote a responsible attitude towards animals on farms, in laboratories, in our own communities, and in the wild.

In an attempt to prevent cruelty towards domestic animals, animal rescue leagues and humane societies rescue animals from unsafe situations and place them in better environments. Humane treatment advocates aim to ensure the sanitary housing and appropriate handling of animals on farms and in slaughterhouses and they promote the responsible use of animals in laboratories. Rather than opposing all use of animals in research, they encourage humane housing and treatment of laboratory animals and attempt to limit the pain inflicted upon them. Mainstream animal rights activists also attempt to protect the natural resources valued by wildlife.

On the other hand ...

There are groups who believe that human interests must take precedence over animal interests. Opponents of animal rights do not necessarily endorse cruelty towards animals; but rather, they believe that animals should be used in ways that benefit humans whenever possible. For example, they promote eating meat and utilizing animal products because of the health and social benefits. They support medical research testing because experimentation helps the medical community treat humans. They believe that natural resources should be utilized to support human needs, even at the expense of wildlife.

There are certainly extremists, who hold no respect for the lives of animals, but for the most part, opponents of animal rights do not have a hatred for or lack of respect for animals; they simply believe that human interests supersede animal interests. Their philosophy rests on the belief that if sacrificing an animal life can save a human life, then that sacrifice is worthwhile.

This completely open-ended essay allows the candidate to show their ability to examine a topic and present an argument with balance and clarity. The inability to do this, and present a rather rash, one-sided essay will be reflected in the marks awarded.

[30]

Examiners should focus on the quotation at the start of the question. Do not expect candidates to focus or differentiate between animal rights activists and animal welfare.

ANNOTATION – use **AR+/AR-** for positive and negative references to animal rights and **HR+/HR-** for positive and negative references to human rights. **Dev** for the development of each idea, **E.g.** for examples, **Conc** for conclusion. Generic annotation markings can be found on page 3 of the mark scheme.

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.

Level	Descriptors	Marks
5	Very good knowledge and a balanced view of both sides of the issue, reaching a reasoned conclusion. Very good ability to explain views using suitable exemplars (AO1). Able to discuss and evaluate with fluency and authority (AO2). Evidence might be supported by knowledge of individual, personal experience (AO3). A clearly stated and articulate essay using appropriate language to the topic and with few technical errors (AO4).	25-30
4	Good knowledge and a balanced view of both sides of the issue reaching a reasoned conclusion. Good ability to explain views using exemplars (AO1). Able to discuss and evaluate with some fluency and accuracy (AO2). Some evidence of individual experience (AO3). A clearly stated and accurately written essay (AO4).	19-24
3	Some knowledge of ideas though perhaps slightly one-sided (AO1). There is solid support and analysis with some examples (AO2). Some approach is made to weighing evidence and there may be a personal reference (AO3). The essay is well written with attention to detail and some errors (AO4).	13-18
2	A restricted knowledge of key issues and a lack of understanding of animal rights, their importance and significance (AO1). Weak ability to develop ideas and explain their workings in any depth - tendency to be over-emotional and lack any real objectivity (AO2). The essay is weakened by poor expression and an inability to connect ideas successfully (AO4).	7-12
1	At this level an essay contains few ideas and there is little evidence of the development of any material. There is little clarity and the essay may be very short.	0-6

- 3 Outline and discuss two advantages of running a business via the internet rather than from conventional High Street premises. [30]

The question requires candidates to:

- outline two advantages
- discuss two advantages of running an internet business rather than from conventional High Street premises.

Indicative Content

- an internet business is accessible to customers 24/7/365 compared to conventional shop opening hours
- the greater accessibility of the internet has the potential to create more business from an enormous customer base
- a web site will require less maintenance and attention to appearance than a conventional shop
- far less capital is needed to set up a web site than purchasing or leasing a High Street property
- today shoppers tend to visit the internet before going to High Street shops
- the interactive and multimedia technologies available (videos, pod casts, movies, interviews, comments, forums) provide for attractive marketing of goods compared to displays High Street shops
- web sites are able to display goods in a variety of languages and to shape information to the culture, values and tastes around the world
- owners and customers are able to operate from the comfort of their own home compared to making the journey to the shops
- the internet business can be operated from almost anywhere. Compared with a High Street shop where the local environment may change.

The required discussion demands that the contrasts are made at all times between the internet business and the High Street. The question does not require the disadvantages of internet businesses to be explored.

ANNOTATION – use **A1** and **A2** for the two advantages cited. **Des** for description of those advantages. **Con** for contrasts of the two. **Dev** for the development of the contrasts, **E.g.** for examples, **Conc** for conclusion. Generic annotation markings can be found on page 3 of the mark scheme.

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.

Level	Descriptors	Marks
5	These candidates will display a very good knowledge of two advantages of an internet business in comparison to a conventional High Street business (AO1). They will be able to offer a developed discussion of the contrast between the two with authority (AO2). There will be evidence supported by individual experience or exploration of the terms used (AO3). The extended writing will be well structured, using appropriate language with facility (AO4).	25-30
4	These candidates will display a good knowledge of two advantages of an internet business in comparison to a conventional High Street business (AO1). They will be able to offer a discussion of the contrast between the two with authority (AO2). There will be some evidence supported by individual experience or exploration of the terms used (AO3). The extended writing will be structured and clear, using appropriate language (AO4).	19-24
3	These candidates will display relevant knowledge of two advantages of an internet business in comparison to a conventional High Street business (AO1). They will be able to offer a discussion of the contrast between the two (AO2). There will use of individual experience as evidence (AO3). The extended writing will be clear using appropriate language (AO4).	13-18
2	These candidates will have a limited knowledge of two advantages of an internet business when compared to a conventional High Street business. They will be able to offer a limited discussion of the contrast between the two (AO2). There will be limited use of individual experience as evidence (AO3). The extended writing will have limited clarity, some appropriate vocabulary using some of the rules of spelling, punctuation and grammar correctly (AO4).	7-12
1	These candidates will have a restricted and inaccurate knowledge of two advantages of an internet business when compared to a conventional High Street business. They will be able to offer a poor discussion of the contrast between the two (AO2). There will be restricted use of individual experience as evidence (AO3). The extended writing will have little clarity, using inaccurate punctuation and grammar (AO4).	0-6

- 4 **Outline and discuss why some works of art created in past centuries retain their popularity to this day. Illustrate your answer by one example from each of two different areas of the arts.**

[30]

Indicative Content

The following article may help examiners determine what makes a work of art special to the individual and thereby shed some light on why some works enjoy universal appreciation. It should not be read in a prescriptive manner.

Why do we appreciate art?

By Surya · February 22, 2005 · <http://silenteloquence.suryaonline.org>

We enjoy art. We try to produce art. We collect art. We admire those who create art. What is it that makes us so drawn to art?

Art welcomes us to a new realm full of new ideas, new concepts, new ideologies, new possibilities. An exquisite piece of art often symbolises that which is universal, yet so rare; ideas we all know, but never realised. It delves into our subconscious and brings up details that were till now collectively unknown to the human consciousness.

Every human being interprets art in his own way, adding his own unique flavour to his interpretation. There are no contenders to art when it comes to her ability to make us realise our uniqueness while still retaining our identity with a universal whole. While enjoying an artwork, we lose ourselves in a tiny self created world, where there are just us and the work before us.

A true piece of art lets us forget our emotional baggages, our weariness from life's journeys and lets us prise ourselves away from the commonalities of everyday life. We feel emotionally distanced, spiritually charged and physically rejuvenated. When we gaze at a wondrous painting or listen to a beautiful composition or lose ourselves in the rhythm of a dazzling dance, we feel truly lost, yet fully aware.

Every art piece is incomplete in itself. When we enjoy art, we extend it. We improve it. And we make it our own. There is only so much an artist can do. Art attains its eternal nirvana only when an onlooker enjoys it as much as the artist did and actualizes that which the artist intended. It is akin to running the last lap of a relay race for a winning team. The farther behind we were when the baton was passed to us, the more satisfied we are with our own splendid final role. A good artist passes the baton way ahead, letting us run the race to the finish line alone.

Art is a celebration of human achievements – a proclamation that we managed to go beyond fulfilling just our basic primal needs. It is to us a luxury that is a reward for the many strides that humanity has made. It is the golden star that makes us unique from other fellow beings and lends us an air of superiority.

And finally art is captivating because of its mysterious allure. Like a little girl playing hide and seek with her boisterous brothers, art refuses to give in to definition, to reason, to restraint or to direction. Art gives us the roads, yet not the map. As the bewitching seductress toys with us, her subjects, we follow her blindly and blissfully into the unknown.

We admire art, yet we may never know why.

Candidates have several art forms to choose from in order to answer the question from which they must choose two. The arts forms listed in the specification include: architecture, fashion, photography, painting, sculpture, stage, screen, music and the written word. Candidates will be expected to select two of these nine areas. However, the reasoning remains fairly constant across all of them. Art works' longevity may be a result of:

- unusual or unique form and structure
- being very realistic
- groundbreaking dimensions
- new materials or construction techniques
- controversial content
- special, commemorative content
- ability to capture a moment in time
- ability to communicate feelings or emotions vividly and unequivocally.

Other points may emerge that are specially linked to a particular work of art. The essay's success will be judged on the candidates' ability to relay their ideas using an example from an art form as a reference point. Two styles from within one art form (for example watercolour and oil paints, or classical and pop music) will not exceed the top of Level 3.

ANNOTATION – use **W1/W2** for ways that works of art retain popularity, **A1/A2** for different art forms, **E.g.** for examples, **Dev** for the development of ideas, **Conc** for conclusion. Generic annotation markings can be found on page 3 of the mark scheme.

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.

Level	Descriptors	Marks
5	Very good knowledge of two works of art and the clear ability to be able to discern the reasoning why the works remain popular and part of our heritage (AO1). Very good ability to explain and offer detailed analysis (AO2). Able to discuss and evaluate with fluency and authority. Evidence supported by knowledge of individual, personal experience or having studied the art form either first hand or from a distance (AO3). A clearly stated and articulate essay using appropriate language to the topic and with few technical errors (AO4).	25-30
4	Good knowledge of two works of art showing knowledge of why these are popular (AO1). There is analysis and some support from at least one example (AO2). There is evidence of some personal experience from a solid source (AO3). A clearly stated essay using appropriate language to the topic (AO4).	19-24
3	A range of knowledge of two works of art and some idea why these remain current and popular, possibly one being stronger than the other which remains rather sketchy (AO1). There is adequate analysis some further examples (AO2). There maybe evidence of good support from personal experience (AO3). The essay is well written with attention to detail and some errors (AO4).	13-18
2	A limited knowledge of the arts and their importance and significance. A clear inability to describe and utilise separate works (AO1). Limited ability to develop ideas and explain arts forms in any depth (AO2). The essay is further weakened by limited expression and a limited ability to connect ideas successfully (AO4).	7-12
1	At this level an essay contains few ideas and there is little evidence of the development of any material. There is little clarity and the essay may be very short.	0-6

Section C – The Social Domain

Answer all parts of the question in this section concerning congestion charging.

Assessment Objectives balance

Question	AO1	AO2	AO3	AO4	Total
5a	4	4		4	12

5 (a) Briefly explain what the author means by the following phrases:

- (i) **‘hub of industrial decline’** [lines 1-2] [3]
 since a hub is the middle part of a wheel from which the spokes radiate [1] then the suggestion is that this is the centre of activity, the heart of the problem [1] where industry has deteriorated [1] and was once thriving [1].
- (ii) **‘carbon-creating stop-start journeys’** [lines 5-6] [3]
 reference is being made to emissions [1] from vehicles in traffic [1] which appears to be moving very slowly [1] as the congestion is stopping vehicles from making progress [1].
- (iii) **‘credit crunch’** [line 14] [3]
 this is a reference to the difficult times faced by consumers [1] who are facing increased costs [1] in things like fuel and food [1] that is having a knock-on effect to their lifestyles [1].
- (iv) **‘culture of carbon dependency’** [lines 15] [3]
 it is becoming the expected norm [1] and part of the makeup of society [1] that people are dependent upon using vehicles of all types [1] irrespective of their size [1] as an integral part of their day to day living [1].

Credit should be given for examples that help show meaning.

Assessment Objectives balance

Question	AO1	AO2	AO3	AO4	Total
5b	4				4

(b) Briefly explain the plan to avoid gridlock. [lines 5-8] [4]

- charging a fee for travelling through the inner city at peak periods (congestion charge)
- park your car at a car park on the outskirts of the city and then be taken into the centre by a bus
- the improvement of infrastructure in the city centre (such as bus links/trams/underground).

By simply naming the elements from the text the candidate would only qualify for **1 mark**.

Assessment Objectives balance

Question	AO1	AO2	AO3	AO4	Total
5c	2	2			4

(c) Outline two reasons why the Manchester plan may be seen as fairer than the London Congestion Charge. [4]

- the plan only operates at peak times and therefore is a genuine attempt to reduce congestion aimed at those who make it congested
- the plan involves different fees for different areas as opposed to one set fee for everyone.

Award up to **two** marks for each point depending upon the level of development and extension included.

Assessment Objectives balance

Question	AO1	AO2	AO3	AO4	Total
5d	6	2		2	10

- (d) Explain three measures, other than charging, that could be introduced to a city in order to reduce congestion. [10]

Suggestions include:

- encourage cycling by having cycle only lanes throughout the centre
- increase taxation for city centre car users
- adopt a scheme where persons can only bring their cars on certain days of the week
- cash incentives for car sharing
- further and more extensive pedestrianisation.

Examiners should be ready to accept the many other alternatives.

Max 10 marks:

- Level 5** – A thorough appreciation with three points covered in a coherent and polished style with some development of ideas. [9-10]
- Level 4** – Some understanding of the issues with three points raised but some being stated more strongly and securely than others. [7-8]
- Level 3** – Three points not fully realised. Sketchy ideas with weak support. [5-6]
- Level 2** – Simple ideas, unfinished, incomplete with little or no development. [3-4]
- Level 1** – An answer of some merit with a restricted understanding of the congestion charge [1-2]

Section D – The Social Domain

Answer one question from the section.

- 6 A number of countries in European Union have adopted a Single European Currency, the Euro. What do you understand by the term ‘Single European Currency’? [30]

Outline two advantages and two disadvantages of the UK joining this system.

Indicative Content**What is a single European currency?**

The euro (currency sign: €, currency code: EUR) is the official currency of 16 out of 27 member states of the European Union (EU). The states, known collectively as the Euro zone are: Austria, Belgium, Cyprus, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Malta, the Netherlands, Portugal, Slovakia, Slovenia, and Spain. The currency is also used in a further five European countries, with and without formal agreements and is consequently used daily by some 327 million Europeans.

As of November 2008, with more than €751 billion in circulation (the equivalent of about US\$ 953 billion), the euro is the currency with the highest combined value of cash in circulation in the world, having surpassed the US dollar. Based on IMF estimates of 2008 GDP and purchasing power parity among the various currencies, the Euro zone is the second largest economy in the world.

The name *euro* was officially adopted on 16 December 1995. The euro was introduced to world financial markets as an accounting currency on 1 January 1999, replacing the former European Currency Unit (ECU) at a ratio of 1:1. Physical coins and banknotes entered circulation on 1 January 2002.

<http://en.wikipedia.org/wiki/Euro>

In outlining the **main features** candidates may refer to:

- its value (at the present time and what it was originally)
- appearance (coins and notes)
- extent (the countries where it is adopted)
- image (how it is regarded around the world).

		ADVANTAGES	DISADVANTAGES	
	1	Costs decrease in transactions with the countries of the euro zone as there is no need to change from one currency to the next (and face the possibility of different values).	It becomes difficult to carry forward a government's monetary policy to suit an individual country in times of crisis due to the monetary links with so many other countries.	
	2	Reduced exchange rate uncertainty for UK businesses and lower exchange rate transactions costs for both businesses and tourists will bring more stability. Eliminating exchange rates between European countries eliminates the risks of unforeseen changes in value.	Unemployment problems in some zones will be difficult to combat due to the loss of sovereignty, requiring some form of transfer between the richest zones and the most advantaged areas of the EMU, in order to help.	
	3	Greater prices transparency when all goods will be labelled in Euros and not have the need to convert.	Monetary union will not survive due to individual National problems ; countries that discover themselves to be in difficulty may cancel their membership and re-establish an independent currency.	
	4	A central Bank of Europe will focus on the interests of all member countries and so will prevent individual countries from acting to suit their own immediate problems.	The lack of exchange rates removes a very effective mechanism for adjusting imbalances between countries.	
	5	The UK will benefit from an increase in intra-European trade flows and higher capital investment resulting from the development of a single currency.	In a recession, a country can no longer stimulate its economy by devaluing its currency and increasing exports. The lack of any coordination between countries, will further lessen the possibility for alleviating local economic difficulties.	
	6	A European currency will strengthen European identity.	There are fears about which countries might dominate the workings of the currency and the way these may have an influence on the workings of Europe.	
	7	The new Euro will be among the strongest currencies in the world , along with the US Dollar and the Japanese Yen. It will soon become the second most important reserve currency after the US Dollar. Britain stands to lose political as well as economic influence in shaping future European economic integration if it remains outside a new system.	The costs of adjusting to a single currency would be high but there are no plans for the Union to alleviate or subsidise these costs – some countries are in a better position to bear these than others.	

Candidates are expected to develop an answer which includes two advantages and two disadvantages. These should be accompanied by reasoned explanation and possibly examples. The answers above are not exhaustive and therefore examiners must consider additional ideas on their individual merit, using their professional judgement to apportion credit.

ANNOTATION – use **F1/F2** for features of the Single European Currency, **A+** for advantages, **D-** for disadvantages, **Dev** for the development of each idea, **E.g.** for examples, **Conc** for conclusion. Generic annotation markings can be found on page 3 of the mark scheme.

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.

Level	Comments	Marks
5	There is a very good understanding of the single European currency. Two clear advantages and disadvantages are covered. There is very good supporting material with developed explanations. There is a very good ability to explain EMU and an ability to put it into a contemporary context. The candidate is able to discuss and evaluate their chosen ideas with discernment to connect EMU with politics in an informed and accurate way. The essay would be clearly stated and articulate, using appropriate language to the topic and with few technical errors.	25-30
4	There is a good understanding of the single European currency. Good knowledge is shown through the two chosen advantages and disadvantages which are competently developed. The EMU is put into context. The connection with politics is evident and the relationship is made with some clarity. The essay is well written with attention to detail and some errors.	19-24
3	There is some understanding of the single European currency. Some knowledge is shown through the two chosen advantages and disadvantages which are superficially developed (some more than others). The connection with politics is not clear. The essay shows some attention to detail but there are some errors.	13-18
2	There is a limited understanding of the single European currency. Limited knowledge is shown through the two chosen advantages and disadvantages however, in some scripts there will be items missing. The essay is communicated with limited clarity.	7-12
1	The essay overall contains information which may not be accurate or is in some way incomplete. There is very little attempt to develop any ideas which may be poorly interpreted and the essay is communicated with limited clarity.	0-6

- 7 **Justify the removal of two subjects from the School Curriculum for Years 10 and 11. Discuss how the curriculum time saved might be used effectively.** [30]

Indicative Content

Subjects selected for removal may include:

English	Maths	Science	ICT	Careers education
PE	RE	Citizenship	PSE	Work-related learning

Students are entitled to study other areas (such as the arts, humanities, and foreign languages, and schools must make these available even though they are not compulsory.) Candidates are given a free choice to choose subjects they might like to reject and it is important that the ideas put forward to justify their choice are both practical and logical. For example, removing:

- PE as fitness is the responsibility and choice of each individual or that there is a lack of choice of sports to pursue
- Citizenship is the responsibility of parents, the government (out of school)
- RE as religion is too diverse in this country to deliver this subject effectively
- Science as it only involves the study of three areas and omits many others that students might be interested in.

These are but a few of the possible routes that may be taken.

The following information is about the National Curriculum, which is likely to be cited as an example:

The national curriculum applies to pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and voluntary controlled schools.

In 2009 the statutory subjects that all pupils must study were citizenship, English, information and communication technology, mathematics, physical education and science. The teaching of careers education, sex education, work-related learning and religious education is also statutory.

The curriculum also includes non-statutory programmes of study for:

- religious education, based on the Framework for Religious Education
- personal wellbeing, which includes the requirements for sex and relationship and drugs education
- economic wellbeing and financial capability, which includes the requirements for careers education.

At key stage 4 students are entitled to follow a course of study in a subject within each of four entitlement areas. The entitlement areas are:

- arts (comprising art and design, music, dance, drama and media arts)
- design and technology (comprising only that subject)
- humanities (comprising geography and history)
- Modern foreign languages.

From September 2007, key stage 4 students have a statutory entitlement to have access to a course of study leading to at least two science GCSEs. Schools have to offer all students access to either science GCSE or additional science GCSE or all three of physics, chemistry and biology GCSEs. Schools may choose to offer other combinations of qualifications, but these must be in addition to, rather than instead of, these combinations.

The revised key stage 4 programmes of study for citizenship and PE become statutory in 2009, and for English, mathematics and ICT in 2010. This coincides with the introduction of new GCSE qualifications in these subjects.

It would be reasonable for candidates to suggest subjects that they would add though these would need justifying. Invariably new subjects might involve some moral issues such as honesty or respect. Other suggestions have included child care and financial guidance for everyday living. It is left to the candidate to judge the appropriateness of suggestions. Essays will be appropriately credited according to the validity and fluency of the arguments presented for change.

Note: Some candidates may be from centres that do not follow the National Curriculum. Examiners should recognise this variation.

ANNOTATION – use **S1/S2** for subjects, **TS** for time saving feature, **Dev** for the development of each idea, **E.g.** for examples, **Conc** for conclusion. Generic annotation markings can be found on page 3 of the mark scheme.

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.

Level	Comments	Marks
5	Very good knowledge of the Curriculum and its significance (AO1). Very good ability to evaluate the case for choice with detailed analysis and exemplars. Able to discuss and evaluate with fluency and authority (AO2). Evidence supported by knowledge of individual, personal experience as well as outlining strengths and weaknesses directly or by implication (AO3). A clearly stated and articulate essay using appropriate language to the topic with few technical errors (AO4).	25-30
4	Good knowledge of the Curriculum and its significance for all students (AO1). Good ability to evaluate the case for choice with analysis and exemplars (AO2). Evidence supported by some knowledge of individual, personal experience (AO3). A clearly stated essay using appropriate language to the topic (AO4).	19-24
3	Range of knowledge of the Curriculum with perhaps less detail on the areas for change (AO1). Non-academic subjects cited but not in any depth. There is some support and analysis with some examples (AO2). There is some attempt to access change with reference to personal views and experience with perhaps some evidence of the consequences of change (AO3). The essay is well written with attention to detail and some errors (AO4).	13-18
2	A limited knowledge of the Curriculum and its importance and significance (AO1). Limited ability to develop ideas and explain change in any depth. Sweeping assertions about the addition of non-academic subjects in clearly the case (AO2). The essay is weakened by limited expression and a limited ability to correct ideas successfully (AO4).	7-12
1	At this level an essay contains few ideas and there is little evidence of the development of any material. There is little clarity and the essay may be very short.	0-6

- 8 The lives of individuals are influenced in many different ways. Discuss how each of the following might influence your life: [30]

- the area in which you live
- the people you socialise with
- customs and traditions of your culture.

Indicative content

The area in which you live

+	-
Family ties and connections with the community are firm and long lasting	Once flourishing, now declining due to decline in local industry and 'passed down' skills
People are constant and stable, living there many years and providing a firm support	With a new wave of smaller industries and new housing comes a new group of people from out of the area
Local church, youth club, sports team can have a lasting effect on people as this involves 'teams' who one grows up with	This can prevent personal development and people become insular by only socialising with the same group of people in one context

The people you socialise with

+	-
They can be confided in, relied upon, and are usually of the same peer group	They can be fickle, unreliable and untrusting
An indication of the status quo, current fashions and levels of acceptability	Rebellious, anti-establishment and disruptive
A relaxing and calming influence in an otherwise hectic and tense world	They can cause neglect of responsibility and encouragement to commit illegal activities

Customs and traditions of your culture

+	-
Engender respect and conformity to a common belief or standard	These can be a cause of friction between racial groups and religious groups
Serve as form of enrichment of self and society	Can dilute a country's own sense of national identity in a multi-cultural society
Acts as a solid and constant basis for society – a common code or creed to follow and respect	Can be a source of indoctrination

These ideas serve as directions which can be taken up and followed and clearly need some form of development and explanation of purpose. In constructing a clear response candidates may refer to the media in support of their ideas. This is an acceptable and sensible way of putting flesh on to the bones of any argument; in addition, any personal ideas or experiences will further intensify and validate an argument.

ANNOTATION – use **A** for area lived in, **P** for people, **CT** for customs and traditions. The use of **+** or **-** will indicate the nature of the influence. **Dev** for the development of each idea, **E.g.** for examples, **Conc** for conclusion. Generic annotation markings can be found on page 3 of the mark scheme.

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.

Level	Descriptors	Marks
5	Very good knowledge of chosen source of influence and the ability to place ideas in perspective (AO1). Very good ability to explain and securely place ideas in a relevant content: Able to discuss ideas in both a positive and negative way with balance and fairness (AO2). Ideas are supported with secure personal knowledge. A clearly constructed essay, written with technical accuracy and fluency.	25-30
4	Good knowledge of chosen source of influence and the ability to place ideas in perspective (AO1). Good ability to explain and place ideas in context; able to discuss ideas in both a positive and negative way (AO2). Some evidence of personal knowledge (AO3). A clearly stated essay using appropriate language (AO4).	19-24
3	Some knowledge of chosen source of influence through this may be faulted. Some ideas placed in context but not consistently and with some imbalanced in the presentation of ideas (AO2). Personal knowledge is sparse or not present (AO3). A coherent essay though evidence of errors and weak communication.	13-18
2	There are weaknesses in the ideas presented an parts of the question not addressed (AO1). Explanation may be blurred, woolly, or omitted (AO2) No personal knowledge or attempts to broaden the terms of reference (AO3). Weakly expressed leading to doubts about the meaning and context of the essay (AO4).	7-12
1	At this level an essay contains few ideas and there is little evidence of the development of any material. There is little clarity and the essay may be very short.	0-6

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