

General Studies

Advanced Subsidiary GCE

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

Mark Scheme for June 2011

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

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

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Guidance for Examiners

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

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.

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

Comments must be positive and specific, eg *excellent use of specialist knowledge AO1, notable for clarity and elegance AO4, some unusual egs 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

Level 5

AO1	<ul style="list-style-type: none"> select, use and integrate a very good range of relevant knowledge show a good understanding of the concepts involved 	25-30
AO2	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluates them appropriately use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence 	
AO3	<ul style="list-style-type: none"> demonstrate very good awareness of the differences between types of knowledge have a very good appreciation of the strengths and limitations of the different types of knowledge 	
AO4	<ul style="list-style-type: none"> communicate complex ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of the rules of grammar, punctuation and spelling with accuracy and facility 	

Level 4

AO1	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge show an understanding of the concepts involved 	19-24
AO2	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluates them competently use evidence to develop reasoned arguments and draw sound conclusions on the evidence 	
AO3	<ul style="list-style-type: none"> demonstrate good awareness of the differences between types of knowledge have a good appreciation of the strengths and limitations of the different types of knowledge 	
AO4	<ul style="list-style-type: none"> communicate ideas clearly and accurately, using specialist vocabulary where appropriate, in a concise, logical and relevant way use a range of the rules of grammar, punctuation and spelling with facility 	

Level 3

AO1	<ul style="list-style-type: none"> select, use and integrate a range of relevant knowledge show an adequate understanding of the concepts involved 	13-18
AO2	<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 conclusions 	
AO3	<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 different types of knowledge 	
AO4	<ul style="list-style-type: none"> communicate clearly, using some specialist vocabulary with facility use some of the rules of grammar, punctuation and spelling with facility 	

Level 2

AO1	<ul style="list-style-type: none"> select, use and integrate a limited range of relevant knowledge show a modest understanding of the concepts involved 	7-12
AO2	<ul style="list-style-type: none"> demonstrate limited interpretation and analysis of issues and problems with limited evaluation use evidence to develop limited arguments and draw limited conclusions 	
AO3	<ul style="list-style-type: none"> demonstrate limited awareness of the differences between types of knowledge have a restricted appreciation of the strengths and limitations of the different types of knowledge 	
AO4	<ul style="list-style-type: none"> demonstrate limited awareness of the differences between types of knowledge have a restricted appreciation of the strengths and limitations of the different types of knowledge 	

Level 1

AO1	<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 	0-6
AO2	<ul style="list-style-type: none"> demonstrate poor interpretation and analysis of issues, problems and evaluation recognise arguments and conclusion. 	
AO3	<ul style="list-style-type: none"> demonstrate very limited awareness of the differences between types of knowledge have a very restricted appreciation of the strengths and limitations of the different types of knowledge. 	
AO4	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms use poor grammar and punctuation, and inaccurate spelling. 	

Section A: The Cultural Domain

Answer **all** parts of the question in this section on the issue of abortion.

- 1a) In **Source A**, briefly explain what you think the author means by the following phrases:

Assessment Objectives			
AO1	AO2	AO3	AO4
6	3		

- i) 'exercise their right' [line 4] [3]

Women have a democratic right to make their own choice therefore every woman should be able to make her own choice about abortion, as long as the option chosen remains within the law. An individual's actions must be within the law (the FPA want to change the law to exercise this right).

- ii) 'health professional' [line 6] [3]

A person who delivers proper health care professionally, in a systematic way, to any individual in need of health care services. A person qualified in healthcare (consultant/doctor, specialist nurse) who is able to give an accurate opinion or assessment of the woman's health based on clinical tests that are definitive.

- iii) 'postcode lottery' [line 6] [3]

The unequal availability of services in different parts of the country, especially those services provided by the state, local, and regional authorities. The postcode lottery results in variations in the provision and quality of public services. Where you live defines the standard of services you can expect. The postcode lottery is a big issue in the NHS. Examples of its effect include the availability of NHS invitro fertilisation services; waiting times for NHS treatment; access to NHS cancer screening programmes; the availability of drugs for Alzheimer's disease.

In the assessment of answers, examiners may read acceptable alternatives. They should use their professional judgement in allocating a mark. A simple explanation of a few words will attract **one** mark. To gain **two** further marks the explanation will need extension, some elaboration or an example or analogy to confirm full understanding of the phrase. Ticks should be used to clearly indicate where the marks are awarded.

- b) i) In lines 5 and 6, there is a suggestion that women should be able to have an abortion within 72 hours of first contacting a health professional. Outline one advantage and one disadvantage of this becoming possible. [4]

Assessment Objectives			
AO1	AO2	AO3	AO4
2			2

Advantages	Disadvantages
<ul style="list-style-type: none"> The procedure is carried out at the earliest possible time before further foetal development. 	<ul style="list-style-type: none"> No time is allowed for a wider consultation and further advice.
<ul style="list-style-type: none"> It is less costly and can be carried out 'locally' rather than a complex and expensive procedure involving a hospital admission. 	<ul style="list-style-type: none"> The wisdom of whether to carry out a procedure at such an early stage may be reliant on the knowledge and experience of a less qualified professional.
<ul style="list-style-type: none"> If a woman has made the decision there should be no reason to delay. If there are likely to be complications there is less time for these to develop. 	<ul style="list-style-type: none"> No account is taken of other moral viewpoints and this action becomes a convenience, encouraging misuse and the flaunting of rules.

A simple advantage or disadvantage consisting of a few words will attract **one** mark.

Outline of **one** advantage (1 mark)

Outline of **one** disadvantage (1 mark)

Allocate the two marks for AO4 using the following scheme

2 marks	If the meaning is clear and the text contains very few errors of SPG.
1 mark	If the meaning is partially clear but the text contains frequent errors of SPG.
0 marks	If the meaning is not clear.

- ii) In lines 12 and 13, it is recommended that trained nurses should be able to carry out abortions. Briefly explain two reasons why this may not be considered desirable. [5]

Assessment Objectives			
AO1	AO2	AO3	AO4
2	2		1

Reasons may include:

- that this is a life and death situation and therefore it would be dangerous to put the decision in the hands of one person
- trained nurses may not be seen as having the same status as doctors
- the fact that this is a dilution of responsibility and may be seen as a retrograde step in patient care and the preservation of life
- if there is a problem with a procedure, a nurse may be regarded as not having the same experience or training as a doctor.

One mark for each reason and **one** mark for its expansion, development or exemplification.

Annotate using **R1** and **R2**

Use **Dev** for the development.

One mark for AO4 (communication) to be awarded if the answer is clear with few errors of SPG.

c)

Women's
rights or foetal
rights?

Isn't adoption
the moral
solution?

Choose one of the above questions, which were raised in a sixth-form General Studies discussion about abortion. For your chosen question, outline and suggest reasons for two different viewpoints. [12]

Assessment Objectives			
AO1	AO2	AO3	AO4
8	1		3

A selection of the themes to explore from a positive or negative view may include:

Women's rights or foetal rights?

- belief that women's rights are greater than those of the foetus
- view that life begins at conception
- view that medical opinion should have primacy
- women should decide after all its their body
- believe the law of the land is the one to follow
- religious doctrine overrides all
- doctors know best.

Isn't adoption the moral solution?

- adoption allows a child the chance to live a life
- adoption may leave behind a natural mother or father
- this will save the life of the unborn child
- helps couples wanting a child.

Candidates should be rewarded for their ability to present two different viewpoints. There is no requirement to state a preference or personal view in this question.

Content – 9 marks

Marks	Descriptor
8-9	There will be two clearly contrasting viewpoints that are fully explained and developed and written with clarity and confidence. There may be some reference to the limits of each one.
6-7	There will be evidence of two contrasting viewpoints but not so clearly developed; some of the points may rely on assumptions. Examples are not clearly evident.
3-5	Two viewpoints are stated briefly or the answer is clearly unbalanced. Support will be sparse and examples lacking.
1-2	Very little information presented, characterised by a short, underdeveloped answer.

If only one viewpoint is covered a maximum of 5 marks can be awarded.

Communication – 3 marks

3 marks	If the meaning is clear and precise with very few errors of SPG.
2 marks	If the meaning is clear with one or two errors of SPG.
1 mark	If the meaning is partially clear with several errors of SPG.
0 marks	If the meaning is not clear.

Section A Total [30]

Section B: The Cultural Domain

Answer **one** question from this section.

Answers should be in continuous prose.

- 2 **Some people suggest that education in school is just a form of indoctrination. Explain your own view, outlining two ways in which education and indoctrination are, or are not, similar.** [30]

Assessment Objectives			
AO1	AO2	AO3	AO4
8	10	6	6

Recommended annotation:

E for points about education; **I** for point about indoctrination

W1, W2, for ways; **S** when a similarity is indicated; **NS** when a point is being made that is not similar.

The essay should be further annotated with reference to the guidance given on page 1.

Indicative content

Clearly, indoctrination puts forward a particular point of view – a **doctrine** – the process of teaching a partisan or sectarian point of view or teaching someone to accept doctrines uncritically.

Education is regarded as the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgement, and generally of preparing oneself or others intellectually for mature life.

There follows a comprehensive list of distinctions between the two approaches:

- | Indoctrination | Education |
|---|--|
| 1. <i>Uses generalisations</i> , “allness” statements: Lacks specific references to data. | 1. <i>Uses qualifiers</i> : statements supported with specific references and data. |
| 2. <i>One sided</i> : different or opposing views are either ignored, misrepresented, underrepresented, or denigrated. | 2. <i>Circumspect and multifaceted</i> : Issues examined from many points of view. Opposition fairly. |
| 3. <i>Card stacking</i> : data carefully selected to present only the best or worst possible case. Language used to conceal. | 3. <i>Balanced</i> : presents representative samples from a wide range of available data on the subject. Language used to reveal. |
| 4. Misleading use of statistics. | 4. Statistical references qualification with respect to size duration, criteria, controls source, and subsidiser. |
| 5. <i>Lumpism</i> : Ignores distinctions and subtle differences. Lumps superficially similar elements together. Reasons by analogy. | 5. <i>Discrimination</i> : Points out differences and subtle distinctions. Uses analogies carefully, pointing out differences and non-applicability. |

- | | |
|---|--|
| <p>6. <i>False dilemma (either/or)</i>: There are only two solutions to the problem, or two ways of viewing the issue – the “right way” (the writer or speaker’s way) and the wrong way (any other way).</p> <p>7. <i>Appeals to authority</i>: statements by selected authority figures used to clinch an argument. “Only the expert” knows.</p> <p>8. <i>Appeals to consensus (bandwagon)</i>: “Everybody’s doing it” so it must be right.</p> <p>9. <i>Appeals to emotions and automatic responses</i>: uses words and pictures with strong emotional connotations.</p> <p>10. <i>Labelling</i>: uses labels and derogatory terms to describe proponents of opposing viewpoint.</p> <p>11. Ignores assumptions and built-in biases.</p> <p>12. Language uses promotes lack of awareness.</p> | <p>6. <i>Alternatives</i>: There are many ways of solving a problem or viewing an issue.</p> <p>7. <i>Appeals to reason</i>: Statements by authority figures used to stimulate thought and discussion. “Experts” seldom agree.</p> <p>8. <i>Appeals to fact and logic</i>: supports arguments with impartially selected data and logic.</p> <p>9. <i>Appeals to people’s capacity for thoughtful, reasoned responses</i>: uses emotionally neutral words and illustrations.</p> <p>10. Avoids labels and derogatory language. Addresses the argument, not the people supporting a particular viewpoint.</p> <p>11. Explores assumptions and built-in biases.</p> <p>12. Language usage promotes greater awareness.</p> |
|---|--|

Exceptionally candidates answering only one part of the question can be awarded marks up to the top of level 3. If an examiner is uncertain about scoring an answer they should consult their Team Leader.

These 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 part or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

LEVEL	DESCRIPTOR	MARKS
5	There is a very good understanding of each of the terms, fully explained and defined (AO1). This is supported by additional information or examples that clarify the candidate's own view and an outline of two ways that distinguish the two words (AO2). Candidates may introduce a range of ideas that highlight the extent of their understanding and experience of each approach by using their own experience and relevant views from case studies; their degree of challenge and investigation extend the borders of the essay– it will be important to assess how far the two words are similar or different to each other (AO3). The essay will be communicated clearly and fluently with few errors and a range of vocabulary (AO4).	25-30
4	There is a good understanding of each of the terms with some definition (AO1). This is supported by additional information or examples that clarify meanings and ideas with reference to candidates' own view, and some distinction between the two terms by the use of comparison (AO2). Candidates may introduce some ideas that highlight the extent of their understanding and experience of each approach though the distinction between the words may not be as clear as Level 5 (AO3). The essay will be communicated clearly and fluently. (AO4).	19-24
3	The essay will be attempted in broader terms with some ideas being stronger than others and less distinction between the two words (AO1). There is some support from additional information or examples that go some way towards clarifying meanings and ideas (AO2). There will be an absence of case studies or distinctions between the two approaches candidates are likely to likely to accept one viewpoint without examining the wider picture (AO3). The essay will be communicated with some clarity though there will be limitations in the quality of language and presentation (AO4).	13-18
2	Only part of the essay will be seriously tackled and the descriptions will be vague and misleading (AO1). Additional information or examples maybe sparse, ambiguous or incomplete leading to confusion and a lack of distinction between the two terms (AO2). Few (or no) ideas concerning contrasting the contrasting viewpoints are evident – there is a lack of evidence in order to make a compelling case (AO3). Errors in communication will restrict the understanding of the essay (AO4).	7-12
1	Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.	0-6

- 3 In recent years, most of the UK's daily national and regional newspapers have produced on-line, internet editions in addition to the usual printed versions. There are also news 'feeds' available for computer users as well as text alerts to mobile telephones.

Discuss two ways in which current developments in media communication may have improved news coverage and two ways in which they may distort the reporting of news.

[30]

Assessment Objectives			
AO1	AO2	AO3	AO4
8	10	6	6

Indicative content

Recommended annotation

MC – a development in media communication.

I – for an improvement in the news; **D** – for distortion of the news.

W1, W2 for ways.

The essay should be further annotated with reference to the guidance given on page 1.

Ways in which current developments in media communications have improved news coverage include:

- the amount of storage capacity available is greater
- online news sources have colour and movement
- pages can be magnified
- being able to save and navigate pages easily
- the rapidity of the news – it is updated regularly, having links to other items that are connected to the initial story
- enabling stories to be filed quickly and from remote locations using a variety of media (mobile telephones and broadband, satellite links)
- enabling and facilitating reader feedback on the news.

Ways that current developments may distort the news include:

- the wish to file stories quickly can result in a loss of editorial control
- the inclusion of many links and features added to a story can cause confusion for the reader
- navigating from one part of a story to another can create continuity issues
- the preponderance of photographs cuts the amount of reading and leaves more to individual interpretation
- text alerts can be brief and therefore ambiguous
- the structured format of internet pages could result in the news being read in a particular way.
- citizen journalism (such as blogs) can distort and shorten stories, promote bias and be selective
- news search facilities are meant to be comprehensive but are also selective and prioritised (not necessarily according to their truth and authority).

Exceptionally candidates answering only one part of the question can be awarded marks up to the top of level 3. If an examiner is uncertain about scoring an answer they should consult their Team Leader.

These 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 part or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

LEVEL	DESCRIPTOR	MARKS
5	There is a very good understanding of two improvements in and two distortions of the news (AO1) that includes reference to key components of the process and appropriate definitions. This is supported by additional information or examples that clarify meanings and ideas (AO2). Candidates may introduce a range of ideas that highlight the extent of their understanding and experiential usage of new technology to access the news using case study or their experience (AO3). The essay will be communicated clearly and fluently with few errors and a range of vocabulary (AO4).	25-30
4	There is a good understanding of two improvements in and two distortions of the news (AO1) that includes reference to key components of the process and some appropriate definition. This is supported with some additional information or examples that clarify the meanings, concepts and ideas presented, (AO2). Candidates may introduce some ideas that highlight the extent of their understanding and experiential usage of new technology to access the news using a case study or their experience (AO3). The essay will be communicated clearly and fluently. (AO4).	19-24
3	The essay will be attempted in broader terms with some understand of both parts of the question (AO1). There is some support from additional information or examples that go some way towards clarifying meanings and ideas (AO2). There may be a failure to explore how the news is distorted as this may be too challenging and therefore comment may be restricted to discussion of terms. (AO3). The essay will be communicated with some clarity though there will be limitations in the quality of language and presentation (AO4).	13-18
2	Only part of the essay will be competently tackled and the descriptions will be vague and misleading (AO1). Additional information or examples is sparse, ambiguous or incomplete (AO2). Few (or no) ideas concerning distortion of news and the relative effects of different kinds of technology will be evident (AO3). Errors in communication will restrict the understanding of the essay (AO4).	7-12
1	These answers will display very limited understanding of the question (AO1). They will contain very limited information on ways in which current developments in media communications either improve or distort the reporting of news (AO2). There may be some unsupported personal opinion (AO3). The message presented will not be clear with very limited SPG (AO4).	0-6

- 4 'The promotion of participative arts encourages people to become active partners in cultural and creative activity and builds confident unified communities.'

Outline and discuss two ways in which the Arts can have a positive role in building 'confident, unified communities.' Describe one project, known to you or imagined, that illustrates how this might be achieved in a community with which you are familiar. [30]

Assessment Objectives			
AO1	AO2	AO3	AO4
8	10	6	6

Indicative content

Recommended annotation

W1, W2 – for positive role of the arts.

P – project.

The essay should be further annotated with reference to the guidance given on page 1.

This open-ended essay allows candidates to respond by referring to their own experience or using their own location or cultural experience to support the essay's findings. The mark scheme serves to outline the ideal approach rather than ideal content since this will be wide and varied.

Candidates need to cover the key areas suggested by the question:

- 1 **Consider a community** – this can be a geographical area, an ethnic group, a peer group/friendship group
- 2 **Positive role** – a sense of belonging to the community, possibly highlighting patriotism, working together on a common project, making new friends, bridging age gaps and cultural differences, learning new skills
- 3 **Confident, unified communities** – where there is an understanding between different people of different ages and cultural groups, where there is no uncertainty due to commonly agreed principles regarding mutual respect for each other's interests, faiths, and sensibilities (in the sense that the arts can transverse all boundaries and have no limits).
- 4 **A Project** – these may involve painting (murals, graffiti), music (community performance of a stage show), drama (celebration of a tradition, of 'famous son/daughter'), dance (salsa, samba) – often community art is based in deprived areas, with a community oriented, grassroots approach. Members of a local community will come together to express concerns or issues through an artistic process; sometimes this may involve professional artists or actors. These communal artistic processes can trigger events or changes within a community or even at a national or international level.
- 5 **Social harmony and community spirit** – these will be determined by the individuals involved and the location and environment surrounding the project. The two concepts may be treated and interpreted quite differently by some candidates.

Exceptionally candidates answering only one part of the question can be awarded marks up to the top of level 3. If an examiner is uncertain about scoring an answer they should consult their Team Leader.

These 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 part or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

LEVEL	DESCRIPTOR	MARKS
5	There is a very good understanding of community arts and its importance (AO1) that includes reference to key components of the process and appropriate definitions. This is supported by additional information or examples that clarify meanings and ideas as well as reference to its positive role and two projects (AO2). Candidates may introduce a range of ideas that highlight the extent of their understanding of community art and its potential using case study or their experience (AO3). The essay will be communicated clearly and fluently with few errors and a range of vocabulary (AO4).	25-30
4	There is a good understanding of community arts and its importance (AO1) that includes reference to key components of the process and some appropriate definition. This is supported with some additional information or examples that clarify meanings and ideas, though maybe not quite as balanced with reference to its positive role (AO2). Candidates may introduce some ideas that highlight the extent of their understanding and experiential learning of the strength of arts projects through reference to case study or their experience (AO3). The essay will be communicated clearly and fluently. (AO4).	19-24
3	The essay will be attempted in broader terms with some understanding of both parts of the question (AO1). There is some support from additional information or examples that go some way towards clarifying meanings and ideas as well as the position of community art (AO2). There may be a failure to explore how the importance of community arts and project examples may be restricted. (AO3). The essay will be communicated with some clarity though there will be limitations in the quality of language and presentation (AO4).	13-18
2	Only part of the essay will be seriously tackled and the descriptions will be vague and misleading (AO1). Additional information or examples is sparse, ambiguous or incomplete (AO2). Few (or no) ideas concerning community arts projects and their relative effects will be evident (AO3). Errors in communication will restrict the understanding of the essay (AO4).	7-12
1	Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.	0-6

Section B Total [30]

Section C: The Social Domain

Answer all parts of the question in this section concerning voting issues.

- 5 a) In Source B, briefly explain what you understand the author of the passage to mean by:

Assessment Objectives			
AO1	AO2	AO3	AO4
6	3		

- i) 'elected member' [line 2] [3]

A person, male or female, who has been selected by a local political party (or who is independent), then stands for election (either at local, national, or international level) and is successful in gaining the most votes and therefore representing the people of his/her area/constituency.

- ii) 'electorate' [line 3] [3]

Members of the general public who are over the age of 18, and registered on the Electoral Roll of their district or constituency, and therefore become eligible to vote in local/national/international election of representatives or in referenda.

- iii) 'public order' [line 3-4] [3]

A standard of behaviour and/or compliance with the law in public areas and spaces that maintains a standard of behaviour, respect, safety, and decorum amongst/towards fellow citizens. Failure to observe this can result in arrest and prosecution.

In the assessment of answers examiners may read alternatives and suggestions that will require the use of professional judgement in allocating marks. Ticks should be used to indicate where the marks are awarded.

- b) i) Give one reason why the local authority might not agree with the measures to deal with public disorder suggested by Mr Hollerweek, [3]

Assessment Objectives			
AO1	AO2	AO3	AO4
1	1		1

- Hollerweek is working with/in Central Government
- his party have a different approach to the ruling local authority party
- he is replying as an individual
- the measures are impractical eg logistics, costs and unpopularity.

In their assessment of answers examiners should use their professional judgement in awarding marks for alternative suggestions offered by candidates. Use **R** for reason and **Dev** for development of the answer.

One mark for AO4 (communication) to be awarded if the answer is clear with few errors of SPG.

- ii) Give **two** reasons why surveillance equipment may help in tackling the problem of public disorder on the streets. [6]

Assessment Objectives			
AO1	AO2	AO3	AO4
2	2		2

- authorities can get 24/7/365 coverage of areas
- cameras can help to see areas that the naked eye cannot see
- the use of video evidence in Court can be a deterrent
- cameras fitted to pursuit vehicles enable immediate and effective identification of suspects
- accused criminals can be detained and interviewed immediately.

In the assessment of answers examiners should use their professional judgement in awarding marks for alternative suggestions offered by candidates.

Annotate using **R** for reasons, **Dev** for development

One mark for each reason; **one mark** for development and/or support

Two marks for AO4 allocated as follows:

2 marks	If the meaning is clear and the text contains very few errors of SPG.
1 mark	If the meaning is partially clear but the text contains frequent errors of SPG.
0 marks	If the meaning is not clear.

- c) Consider your local area and briefly outline **one** voting issue, other than drunken behaviour, that you feel should be brought to the attention of your Member of Parliament. Suggest **one** strategy that might be adopted to improve the situation. [12]

Assessment Objectives			
AO1	AO2	AO3	AO4
9	0		3

Issues may include:

- education eg provision of more nursery school places
- health services eg the extension of surgery hours at a local GP practice
- state of the roads/traffic/congestion eg the building of a bypass
- transport issues eg the introduction of an urban tramway
- law and order eg deployment of greater resources to catch car thieves
- juvenile unrest eg schemes to 'occupy' youths in their spare time
- unemployment eg training and closing the skills gap
- housing provision eg provision of more affordable housing
- pollution and the environment. eg closer monitoring of industrial installations.

The **outline** should include brief details of the issue and the way in which it affects you and/or the community.

The **strategy** should be logical, feasible, practical and beneficial to the public.

Marks	Descriptor
7-9	A voting issue is clearly described and related a local area. The suggested strategy is justified and developed with clarity. Some reference to success criteria may be included.
5-6	A voting issue is described with some detail and includes local knowledge. There is some justification of the strategy with possible reference to success criteria.
3-4	A voting issue is described briefly with some basic details. A strategy is named with little justification.
1-2	A voting issue is named. A fragment or hint of a strategy may be included.

Three marks for AO4 to be allocated as follows:

3 marks	If the meaning is clear and precise with very few errors of SPG.
2 marks	If the meaning is clear with one or two errors of SPG.
1 mark	If the meaning is partially clear with several errors of SPG.
0 marks	If the meaning is not clear.

Section C Total [30]

Section D: The Social Domain

Answer **one** question from this section.

Answers should be in continuous prose

- 6 Describe briefly what do you understand by the term National Minimum Wage? Outline and discuss two strengths and two weaknesses of this system.**

[30]

Assessment Objectives			
AO1	AO2	AO3	AO4
8	10	6	6

Recommended annotation

NMW – reference to National Minimum Wage.

S – for strength; **W** – for weakness.

The essay should be further annotated with reference to the guidance given on page 1.

Background

The National Minimum Wage Act 1998 is universally applicable to ordinary ‘workers’ that is, anyone who has a contract to do work, except for a consumer or a client. Expressly included are those working through job agencies, so that the agencies’ charges must not eat into a worker’s basic entitlement. Home-workers are also included expressly, and the Secretary of State can make order for other inclusions. The Secretary of State can also make exclusions, as has been done for au pairs and family members in family business. Excluded by the Act are fishermen paid in a share of profits, unpaid volunteers and prisoners.

The hours that are used in a national minimum wage calculation are dependent upon work type as defined within the National Minimum Wage Regulations 1999. The different work types are time work, salaried hours work, output work and unmeasured work. Hours to be paid for are those worked in the ‘pay reference period’, but where pay is not contractually referable to hours, such as pay by output, then the time actually worked must be ascertained. The principle is a very basic one: that hours worked should never as a whole be paid below the minimum. Excluded from ‘worked’ are periods when the worker is on industrial action, time travelling to and from work and absent periods. [http://en.wikipedia.org/wiki/National_minimum_wage]

Strengths

- **Reduce Poverty.** The minimum wage increases the wages of the lowest paid. These workers will have an increase in income and this will reduce poverty.
- **Distribution of income.** There may be a narrowing of the gap between well paid and poorly paid.
- **Increase productivity** higher wages can increase the incentive for people to work harder and thus higher wages may increase labour productivity.
- **Increase the incentives** for the unemployed to accept a job. There will be a bigger difference between the level of benefits and the income from employment.
- **Increased Investment.** Firms will have to invest more and increase labour productivity because labour is more costly.

Weaknesses

- **Price Inflation.** Firms pass on the higher wages in higher prices.
- **Falling employment.** Demand contracts, and rising unemployment occurs as supply increases.
- **Falling competition.** The UK will not be able to compete with low wage countries, such as China and India.
- **Illegal labour.** Employers may be driven towards this area as an alternative and break the law.

The question is in two parts: firstly, a brief description of what the National Minimum Wage consists of, to be followed by the outline of two strengths and two weaknesses. Examiners should be prepared to credit relevant but cogent examples cited by candidates from their own experience.

Exceptionally candidates answering only one part of the question can be awarded marks up to the top of level 3. If an examiner is uncertain about scoring an answer they should consult their Team Leader.

These 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 part or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

LEVEL	DESCRIPTOR	MARKS
5	There is a very good understanding of the National Minimum Wage (AO1) that includes reference to its key components and definition. This is developed by strengths and weaknesses that are supported with examples that clarify meanings and ideas (AO2). Candidates introduce a range of points that highlight the extent of their understanding of employment and its facets using case study or their experience (AO3). The essay is communicated clearly and fluently with few errors and a range of vocabulary (AO4).	25-30
4	There is a good understanding of improvement in and distortion of the National Minimum Wage (AO1) that includes reference to its key components and some definition. This is developed by strengths and weaknesses that are supported with examples that clarify meanings and ideas (though maybe revealing some imbalance (AO2). Candidates introduce points that highlight the extent of their understanding of employment and its facets using case study or their experience (AO3). The essay is communicated clearly and fluently. (AO4).	19-24
3	The essay is attempted in broader terms with some reasonable attempt at both parts of the question (AO1). Strengths and weakness are evident but with possible omission or lack of detail (AO2). Ideas are presented in general terms without the support of examples or experience. (AO3). The essay is communicated with some clarity though there are limitations in the quality of language and presentation (AO4).	13-18
2	Only part of the essay is seriously tackled and the description and discussion is vague and misleading (AO1). Additional information or examples is sparse, ambiguous or incomplete (AO2). Few (or no) ideas concerning the strengths and weaknesses of a national minimum wage are evident (AO3). Errors in communication restrict understanding (AO4).	7-12
1	Essays at this level are invariably incomplete or display evidence of a restricted understanding of the question and its demands.	0-6

- 7 Outline and discuss two advantages and two disadvantages of people starting their own businesses. In your answer you may consider the individual(s) concerned and society in general. [30]

Assessment Objectives			
AO1	AO2	AO3	AO4
8	10	6	6

Indicative content

Recommended annotation

B – point about business.

A1, A2 – for advantages; **D1, D2** – for disadvantages.

The essay should be further annotated with reference to the guidance given on page 1.

Background

Self employment is where a person works for themselves rather than someone else or a company that they do not own. In this way they take responsibility for their success or failure, and at the same time decide how, when and where to work. A self-employed person is sometimes called an *independent contractor*. In this role, they can decide who to employ, when to employ, and for how long.

Advantages

- you can work not only for payment, but also to increase the value of your company by adding to its value by generating business
- there is more flexibility in choosing the types of work you do and scheduling this for times that suit you and your commitments
- a real incentive and sense of achievement as success is down to you
- you can choose to work independently without colleagues thereby gathering all of the benefits
- you may take control of your own company and not be tied to the rules of others
- you may have greater stability of long-term income ; if business conditions change, such as losing a regular client, you still have your other business stream, theoretically
- business expenses reduce income tax liability, and that the value of the business can grow, but you pay your own National Insurance
- self-employed people also have resources to give them special help in order to set up, develop, and survive.

Disadvantages

- you may not have the ability to handle all aspects of business, such as cash flow and planning
- when the income goes up and down, you may not have had the foresight to save money to pay yourself from during the times of no work
- self-employed people may also be contracted/hired by other companies, which can help stabilize income while building a stable business but can eventually create division in loyalty and lead to long working hours
- some drawbacks are bureaucratic. Applying for a loan or a lease may be difficult as proof of successful trading is needed to confirm your income and ability to pay
- when work stops through illness or holidays there is no income unless there is insurance to cover this eventuality
- additional paperwork to meet legislation.

Exceptionally candidates answering only one part of the question can be awarded marks up to the top of level 3. If an examiner is uncertain about scoring an answer they should consult their Team Leader.

These 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 part or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

LEVEL	DESCRIPTOR	MARKS
5	There is a very good understanding of the idea of starting a business (AO1) that includes reference to key components and appropriate definitions. Candidates will develop two very good advantages and two very good disadvantages of starting a business that are clearly illustrated (AO2). Reference will be made to the concept of self employment and examples will support points that include dilemmas and difficulties (AO3) The essay will be communicated clearly and fluently with few errors and a range of vocabulary (AO4).	25-30
4	There is a good understanding of the concept of starting a business (AO1) Candidates will develop two good advantages and two good disadvantages with examples and development of ideas (AO2). There will be some inclusion of the dilemmas facing business people (AO3). The essay will be communicated clearly and fluently (AO4).	19-24
3	The essay will be attempted in broader terms with some understanding of the concept of setting up a business (AO1). Candidates will include two advantages and two disadvantages. (AO2). There may be some general references to business organisation that is not as sharply focused as Level 4 answers (AO3). The essay will be communicated with some clarity though there will be limitations in the quality of language and presentation (AO4).	13-18
2	There will be only partial appreciation of the process of setting up a business (AO1). Reference to advantages and disadvantages will be imbalanced and lack clear focus (AO2). Errors in communication will restrict the understanding of the essay (AO4).	7-12
1	These answers will display a very limited understanding of the question (AO1). There will be fragmentary reference to and vague reference to an advantage or disadvantage (AO2). The essay will be restricted by its very limited use of SPG (AO4).	0-6

- 8 Outline and discuss two ways in which the family might play an important role in the development of a child's attitude and behaviour. In your answer you may take into account positive and negative aspects of family influence. [30]

Assessment Objectives			
AO1	AO2	AO3	AO4
8	10	6	6

Indicative content

Recommended annotation

FR – points about family role.

A – attitude B – behaviour.

+ve – positive aspect; -ve – negative aspect.

The essay should be further annotated with reference to the guidance given on page 1.

Examiners should be ready to interpret 'ways' in terms of broad concepts such as 'authoritarian' or specific ways such as 'enjoyment of sport'. It will be acceptable for candidates to cite apparently contradictory 'ways' such as 'freedom and restriction'. However two very similar ways or reflexive pairs should count as one way.

Ways may include being:

- **Authoritarian** – a strict upbringing can foster self-discipline and self-control but can equally lead to resentment and negative responses
- **Authoritative** – the assertive nature of some parents can provide stability in families but can also break down any loving and caring relationship that may have existed when a child is young
- **Neglectful** – the carelessness in parenting and distancing of young children can have a similar effect as children grow as they do not develop any sense of pride and protection
- **Indulgent** – the carefree and lax approach to life of some parents can have a negative effect on children leading them into bad habits from any early age
- **Over-protective** – failure to let children grow naturally and gain life experience can affect their personal life as they grow older due to them being too dependent.

Exceptionally candidates answering only one part of the question can be awarded marks up to the top of level 3. If an examiner is uncertain about scoring an answer they should consult their Team Leader.

These 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 part or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.

LEVEL	DESCRIPTOR	MARKS
5	There is a very good understanding of the family role (AO1). The candidate will discuss two very good well developed ways in which the family plays a important role in the development of their children's behaviour and attitudes (AO2) . They will include personal experience or explore some of the definitions used (AO3). The essay will be communicated clearly and fluently with very few errors and a range of vocabulary (AO4).	25-30
4	There is a good understanding of the family role (AO1). The candidate will discuss two good well developed ways in which the family plays a important role in the development of their children's behaviour and attitudes (AO2) They will include personal experience or explore some of the definitions used (AO3). The essay will be communicated clearly and fluently. (AO4).	19-24
3	The essay will be attempted in broader terms with some understanding of the family role (AO1). The candidate will discuss two ways in which the family plays a important role in the development of their children's behaviour and attitudes (AO2) . Personal experience may be included to support ideas (AO3). The essay will be communicated with some clarity though there will be limitations in the quality of language and presentation (AO4).	13-18
2	There will be limited appreciation of family role (AO1). The candidate will discuss limited ways in which the family plays a important role in the development of their children's behaviour and attitudes (AO2) . Errors in communication will restrict the understanding of the essay (AO4).	7-12
1	These candidates will display a very limited appreciation of the family role (AO1). The candidate will present fragments of two ways in which the family plays a important role in the development of their children's behaviour and attitudes (AO2). The essay will be restricted by its very limited use of SPG (AO4).	0-6

Section D Total [30]

Total Marks [120]

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