

General Studies

Advanced GCE

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

Mark Scheme for June 2011

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

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

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

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Generic mark scheme for questions worth 50 marks

Level 5

AO1	<ul style="list-style-type: none"> select, use and integrate a very good range of relevant knowledge show a good understanding of the concepts involved 	41 – 50
AO2	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluate them appropriately use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence 	
AO3	<ul style="list-style-type: none"> demonstrate very good awareness of the difference between types of knowledge have a good appreciation of the strengths and limitations of the different types of knowledge 	
AO4	<ul style="list-style-type: none"> communicate complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of rules 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 	31 – 40
AO2	<ul style="list-style-type: none"> interpret and analyse issues and problems well and evaluate them competently use evidence to develop reasoned arguments and draw conclusions on the evidence 	
AO3	<ul style="list-style-type: none"> demonstrate good awareness of the differences between types of knowledge have a good appreciation of the strengths and limitations of the different types of knowledge 	
AO4	<ul style="list-style-type: none"> communicate ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way use a wide range of rules of grammar, punctuation and spelling with facility. 	

Level 3

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

Level 2

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

Level 1

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

GUIDANCE FOR EXAMINERS

Do not use ticks in Section B. It is essential that your annotations show clearly why marks have been awarded or withheld.

Yes	recognises a point worthy of credit
Dev	a developed point or development of a point
No	a content error
F	indicates a loss of focus in the answer, which often leads to
NAQ	not answering the question
eg	appropriate example
Sp/G/Eng	spelling, grammar and language error; you are not expected to correct all of them
(....)	indicates a choice or a key phrase 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 a mark

- read and annotate **fully** the candidate's response, using any question specific annotations agreed at Standardisation;
- review your annotation and then consider in which level the answer is located;
- consider its position within the level and a possible mark;
- fine-tune the mark by considering the Assessment Objectives.

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

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

You may make comments additional to the AO statements but **NOT** instead of them. Such comments must be positive and specific, eg ***excellent use of specialist knowledge AO1, notable for clarity and elegance, (AO4) some unusual egs well developed AO2, well integrated (AO2), the inclusion of personal experience and different perspectives. (AO3).***

Enter the final mark in a circle.

If bullet points are used where continuous prose is asked for, a maximum of Level 3 is available.

The maximum mark for this paper is 100

SECTION A

Answer all questions.

QUESTION 1

Projected UK military expenditure for the year 2009 – 2010 was £38.7 billion. In the same year the total UK projected spend on overseas aid was £9.1 billion.

What further information would you need in order to justify those different levels of expenditure? [10]

QUESTION	A01	A02	A03	A04	TOTAL
1	2	6	0	2	10

Indicative Content

Possible information could include:

- what necessities exist to make defence expenditure a priority – security issues at home, or military involvement overseas?
- the expectation of citizens as to the way their taxes are spent – do they see foreign aid as an optional extra, or a matter for private fundraising?
- whether the requirement for foreign aid is a consequence of military action overseas, where repairing a country's damaged infrastructure is now a priority?
- whether the spending on aid is a consequence of military expenditure in eg Iraq or Afghanistan?

Award

- 7-8 A well developed and exemplified answer covering both elements of the question
 4-6 A developed answer covering both elements of the question though in less detail
 1-3 A limited answer with no examples probably covering only one part of the question
 0 An answer which fails to address the question at all

Award up to 8 marks plus [AO4] 2 marks for communication of the answer as follows:

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

If no marks can be awarded for content then no marks may be awarded for AO4

Award 8 + AO4 2 inside margin

[10]

QUESTION 2

Supermarkets issue 'loyalty' cards to their customers. Each time a loyalty card is used, the customer 'earns' a reward (typically 0.5p for every £1 spent) and the supermarket gains a great deal of information about the customer.

Give two reasons why such loyalty cards may prove to be a disadvantage to the customer.

Indicative Content**Disadvantages include:**

- intrusion / loss of privacy
- stock control drives demand / loss of less popular products
- encourages extra unnecessary spending to earn points
- price of goods increased to cover costs of rewards
- level of reward is very small
- suppliers may have to pay cost of rewards.

Award up to 4 marks for each developed reason [AO1=1, AO2=3] x2 plus [AO4] 2 marks for communication of the answer, as follows:

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

Award 4+4+2 inside margin

QUESTION 3

Consider the following information about American TV programmes and advertisements and answer the question that follows.

FACT 1: An average child watches 28 hours of television per week. By the age of 11 the child will have seen 8000 murders on television. By the age of 18, a young person will have seen 200,000 acts of violence on television.

FACT 2: An average child will see 20,000 30-second advertisements in a year. By the age of 65 the average person will have seen 2 million such advertisements. The total American spend on TV advertising is \$65 billion per year.

OPINION: Murder and violence should be banned from the TV programmes watched by children under the age of 18.

Give one reason why the facts above may justify the opinion above, and one reason why they may not. [10]

QUESTION	A01	A02	A03	A04	TOTAL
3	2	6	0	2	10

Indicative Content**REASONS THAT MAY JUSTIFY THE OPINION:**

- a yearly spend of \$65 billion shows that advertisers believe that television influences behaviour
- advertisements are specifically designed to persuade but children may not distinguish between programmes and advertisements
- seeing 8000 murders and 200,000 acts of violence could desensitise children to the effects of violence and cruelty
- children spend only 30 hours a week in school – television, which attracts the same attention, is more persuasive than school
- an increase in violent crime has accompanied the growth and penetration of television as a medium.

REASONS THAT MAY NOT JUSTIFY THE OPINION:

- the yearly spend on advertising shows that advertising may affect spending habits and consumer choices, which is only one aspect of human behaviour
- even young children know that screened violence and murder is a performance and not a reality
- comparing the relative influence of television and school is comparing apples with pears: the former is essentially entertainment whilst the latter is a medium of education
- an increase in violent crime and/or murder concomitant with the growth of television does not justify making a causative relationship between the two.

Award up to 4 marks for each developed reason [AO1 = 1, AO2 = 3] x2

Plus [AO4] 2 marks for communication of the answer, as follows:

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

Award 4+4+2 inside margin.

QUESTION 4

The diagram opposite is based on a drawing by George Cruickshank, first done in 1840, which represents British society in the early Victorian era in the form of a beehive.

Study the diagram and refer to the key below to answer briefly the questions that follow.

- [blue] Rows 1 & 2: The seat of actual power – the monarchy and parliament
 [plum] Rows 3 & 4: Four social elements that helped to guarantee our freedom
 [red] Rows 4 & 5: Science, the Arts, Technology & the Workforce – men, women, boys & girls
 [green] Rows 6 – 8: A selection of the working class trades on which so much of society depended
 [blue] Rows 8 – 9: The armed forces and merchant navy without which Britain's world influence would have collapsed.

- a) Which of the elements in Rows 1 and 2 is now the most powerful and why? [5]
- b) Rows 3 and 4 include four important rights in Victorian Society:
- the right to trial by jury
 - freedom of press
 - equal access to justice
 - freedom to all religions
- Justify one other right to be added to those rows today. [5]
- c) Suggest two reasons for Cruickshank's choice of a beehive to represent British society in the early Victorian era. [5]
- d) If you were redrawing Cruickshank's beehive today which two occupations would you add to rows 6 – 8? Justify your choices. [5]
- [20]

QUESTION	A01	A02	A03	A04	TOTAL
4	7	7	2	4	20

Indicative Content

Award marks as follows: Four marks [AO1, AO2 and AO3] are available for each of (a), (b), (c) and (d) plus 4 marks for a lucid expression of the answer [AO4]. AO3 is awardable for a good exemplification in sections [a] and [b].

- (a) **The House of Commons** is now the most powerful element [1 mark], as the House of Lords cannot now block legislation [1 mark], and the monarchy has a purely constitutional function [1 mark]. Award 1 mark for plausible development/exemplification – eg reference to the fox hunting legislation which became law despite repeated rejections by the House of Lords **or a brief description of the Commons, its make-up and role.**

Award 1 mark for AO4 [a clear communication of the answer]. [5]

- (b) Candidates may argue a case for any right to be added to the diagram, and marks will be awarded for both an appropriate choice [1 mark] and a developed reason [3 marks]. An answer making a case for a prospective right not currently available [eg the right of terminally ill patients to assisted suicide] should be marked entirely on its merits.

Award 1 mark for AO4 [a clear communication of the answer]. [5]

Possible existing rights could include:

- the universal franchise
- equal rights legislation – race, religion, sex
- freedom of speech
- freedom of assembly
- social security [or the Welfare State]
- state medicine
- state education.

- (c) Candidates may gain credit for any two relevant reasons, each with some development [2+2 marks]. Reasons may relate to nature of society, to Cruickshank's purpose/motive/views, etc.

Award 1 mark for AO4 [a clear communication of the answer] [5]

Possible reasons could include

- hierarchical society / Queen at top
- armed forces as 'sting in tail'
- interdependence of classes / professions / trades
- importance of order / 'knowing one's place'
- idealising / tidying up complexities of society
- patriotism / propaganda ('richest in world').

- (d) Candidates may gain credit for relevant justification of any two chosen occupations [2+2 marks] – no mark for simply naming an occupation. Justifications are likely to relate to changes since C19th – ie new occupations (eg pilot, software engineer), shift from production to services (eg call-centre operative) – but C19 occupations which Cruickshank did not include in his diagram may also be included.

Award 1 mark for AO4 [a clear communication of the answer]. [5]

If no marks can be awarded for content then no marks may be awarded for AO4.

Award 4 + 1 at end of each part inside margin.

SECTION B

Answer **one** question from this section.
Your answer should be in continuous prose.

5	<p>The Waste Hierarchy recommends five ways of dealing with waste. These are, in descending order of environmental desirability:</p> <ul style="list-style-type: none"> • Prevention and Minimisation • Re-use • Re-cycling • Recovery • Disposal. <p>Choose a community with which you are familiar – for example, your family, school or college, or your locality.</p> <p>Describe the contribution it has made to supporting the principles of The Waste Hierarchy.</p> <p>What difficulties are involved in achieving the more environmentally desirable outcomes of the Waste Hierarchy?</p>				[50]
Assessment Objective balance					
	AO1	AO2	AO3	AO4	
Marks	7	25	8	10	
	<p>This question involves:</p> <ul style="list-style-type: none"> • reading and understanding source material on the Waste Hierarchy • describing ways in which a chosen community/group supports the principles of the Waste Hierarchy • identifying the problems involved in achieving the more desirable outcomes of the Waste Hierarchy. <p>Recommended annotation</p> <p>Intro for introduction PM1, PM2, PM3.... for points on Prevention and Minimisations RU1, RU2, RU3.... for points on Re-Use RC1, RC2, RC3.... for points on Re-cycling RY1, RY2, RY3.... for points on Recovery D1, D2, D3... for points on Disposal P1, P2, P3..... for assessment of community's problems in fulfilling the more environmentally desirable elements of the Waste Hierarchy Conc for conclusion Use standard annotation [see Guidance for Examiners above] in addition to these.</p> <p>NB: A candidate who does not answer both parts of the question can be awarded a maximum level of 3.</p>				

	<p>Indicative Content</p> <p>Candidates may identify as a ‘community’ any group with commonality of interest or purpose – not just those instanced in the question.</p> <p>Examples and evidence given will depend on this choice of community, but candidates should show clearly how/how far the actions or policies described reflect the principles of the Waste Hierarchy. A community which subscribes mainly to the first three categories is more successful in supporting the principles of the hierarchy.</p> <p>Candidates may deal with the two parts of the question separately, or discuss problems / difficulties alongside examples of actions / attempted actions. Some possible topics are:</p> <p>Prevention/minimisation</p> <ul style="list-style-type: none"> • ACTIONS – purchasing policies (eg in bulk; planned, not impulse; recyclable packaging only) • PROBLEMS – finance; changing expectations / mindset; persuading retailers) <p>Re-use</p> <ul style="list-style-type: none"> • ACTIONS – recondition / repair rather than scrap/replace • PROBLEMS – cost / inconvenience; changing taste / fashion; difficulty / complexity. <p>Recycling</p> <ul style="list-style-type: none"> • ACTIONS – packaging / cans; car tyres / batteries / oil; printer cartridges • PROBLEMS – ease / convenience; perceptions of value. <p>Recovery</p> <ul style="list-style-type: none"> • ACTIONS – composting; energy recovery; anaerobic digestion • PROBLEMS – lack of knowledge; understanding and cost. <p>Disposal</p> <ul style="list-style-type: none"> • ACTIONS – burial; incineration • PROBLEMS – unsightly land fill sites; noise; traffic and smell. 	
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	<p>Level descriptors</p> <p>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 parts or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.</p>	
Level 5	<p>Candidates will identify and discuss a very wide range of content probably referring to all five categories above. They will show very good understanding of the waste hierarchy and will make a well-developed application of this to their chosen community. They will cite very good examples, well evaluated. In assessing the problems to be encountered in applying the environmentally desirable outcomes of the Waste Hierarchy they will analyse and evaluate these to develop very good arguments. The answer will be clearly structured and written with facility.</p>	41 – 50
Level 4	<p>Candidates will identify and discuss a wide range of content probably referring to at least four of the five categories above. They will show good understanding of the waste hierarchy and will make a developed application of this to their chosen community. They will cite good examples, soundly evaluated. In assessing the problems to be encountered in applying the environmentally desirable outcomes of the Waste Hierarchy they will analyse and evaluate these to develop good arguments. The answer will be clearly structured and clearly written.</p>	31 – 40
Level 3	<p>Candidates will identify and discuss an adequate range of relevant content probably referring to at least three of the categories above. They will show adequate understanding of the waste hierarchy and will make an adequate application of this to their chosen community. They will cite relevant examples and may evaluate them. In assessing the problems to be encountered in applying the environmentally desirable outcomes of the Waste Hierarchy they will analyse and evaluate these to develop adequate arguments. The answer will be intelligibly written but will contain some technical errors.</p>	21 – 30
Level 2	<p>Candidates will identify and discuss a limited range of relevant content probably referring to at least two of the categories above. They will show a modest understanding of the waste hierarchy and will make a limited application of this to their chosen community. They may cite examples but will not evaluate them. In assessing the problems to be encountered in applying the environmentally desirable outcomes of the Waste Hierarchy they will make poorly supported assertions which may lack balance. The answer may be intelligibly written for the most part but will contain numbers of technical errors.</p>	11 – 20
Level 1	<p>Candidates will identify and discuss a very limited range of relevant content probably referring to at least one of the categories above. They will show a restricted understanding of the waste hierarchy and will make a very limited application of this to their chosen community. They may cite a limited number of examples. In assessing the problems to be encountered in applying the environmentally desirable outcomes of the Waste Hierarchy they will make fragmentary arguments which will lack balance and coherence. The answer may be unintelligible in places and will contain frequent technical errors.</p>	0 – 10

6	<p>Read the source material below and answer the question that follows.</p> <p>“Secularisation Theory states that as society advances religious belief retreats. Intellectual and scientific developments undermine the spiritual, supernatural, superstitious and paranormal concepts on which religion relies for its legitimacy. Therefore religion becomes more and more ‘hollow’, running for a while ‘on empty’ until loss of active membership forces it into obscurity.”</p> <p>[adapted from Vexen Crabtree, <i>Secularisation Theory</i>, www.HumanReligions.info, November 2008]</p> <p>What evidence can you see that religion in the UK is currently undergoing the process described above, and what evidence to the contrary?</p> <p>Illustrate your answer by reference to examples drawn from your experience and observation of contemporary society.</p>	[50]		
Assessment Objective balance				
	AO1	AO2	AO3	AO4
Marks	7	25	8	10
	<p>This question involves</p> <ul style="list-style-type: none"> • reading and understanding source material on secularisation theory • identifying and citing evidence/examples which suggest that secularisation is happening in the UK • identifying and citing evidence/examples which suggest that secularisation is not happening in the UK. <p>Recommended annotation</p> <p>Intro for introduction S1+, S2+, S3+..... for evidence of secularisation S1-, S2-, S3-..... for evidence against secularisation I1, I2, I3.... for illustrations Conc for conclusion.</p> <p>Use standard annotation [see Guidance for Examiners above] in addition to these.</p> <p>Evidence of secularisation</p> <ul style="list-style-type: none"> • fall in (Christian) church attendance/closure of church buildings • more civil/non-religious baptisms/marriages/funerals • religious leaders have less influence on daily life • (challenges by) atheists/agnostics/humanists [Richard Dawkins, A C Grayling] have higher profile • rise of ‘scientific’ views/explanations, eg of phenomena/disasters • shift from faith/belief in authority to emphasis on personal/individual views. 			

	<p>Counter evidence</p> <ul style="list-style-type: none"> • some religions growing • increasing influence of fundamentalist beliefs • persistence of 'spiritual' interests, if not of organised religion eg New Age • religion remains part of state and 'establishment' • vigorous debates on issues relating to role/place of church in society – eg celibacy/women priests. <p>Illustrations</p> <ul style="list-style-type: none"> • candidates may illustrate their answer by referring to their own religious faith • or by reference to the beliefs and attitudes of their family • their peer group • or their reading and study. <p>The essential thing is that the illustrations should be evidenced.</p>	
	<p>Examiner tolerance: An answer which deals only with evidence for or against Secularisation can achieve only a maximum level 3.</p>	
	<p>Level descriptors 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 parts or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.</p>	
Level 5	Candidates will identify and discuss a very wide range of content referring to the evidence both for and against secularisation. They will show very good understanding of the concept, and illustrate their argument aptly and concisely. They will cite very good examples, well evaluated. The answer will be clearly structured and written with facility.	41 – 50
Level 4	Candidates will identify and discuss a wide range of content referring to the evidence both for and against secularisation. They will show good understanding of the concept, and illustrate their argument aptly. They will cite good examples, and evaluate them. The answer will be soundly structured and clearly written.	31 – 40
Level 3	Candidates will identify and discuss an adequate range of content referring to the evidence both for and against secularisation though the treatment will be uneven. They will show adequate understanding of the concept, and illustrate their argument adequately. They will cite adequate examples, and comment on them. The answer will be intelligible but may contain technical errors.	21 – 30
Level 2	Candidates will identify and discuss a limited range of content referring to the evidence either for or against secularisation – the treatment will be uneven. They will show limited understanding of the concept. Examples, if cited, may be irrelevant and subjected to limited comment. The answer will be intelligible but will contain significant technical errors.	11 – 20
Level 1	Candidates will identify and discuss a very limited range of content referring to the evidence either for and against secularisation – the treatment will be uneven. They will show very limited understanding of the concept. Examples may be irrelevant and undeveloped. The answer will contain significant technical errors and may be unintelligible in places.	0 – 10

7	<p>Amongst the characteristics of a totalitarian government are:</p> <ol style="list-style-type: none"> 1. constant use of patriotic mottos, symbols, songs, posters and flags. 2. convincing the public that human rights can be ignored when the end justifies the means. 3. convincing the public that all that is wrong with society is due to a common threat or foe, such as a racial, ethnic or religious minority. 4. control of the media, either directly by the government, or indirectly via the appointment of government sympathisers into positions of power in the media. 5. restriction of artistic expression, the withdrawal of funding from the arts, and the censorship of art which expresses dissent. 6. control of elections by smear campaigns against opposition, as well as the manipulation of electoral rolls and voting district boundaries. 7. cronyism and corruption, whereby friends appoint one another to government office, and use their powers to protect their friends from accountability. <p><i>Adapted from Lawrence Britt [The 14 characteristics of Fascism].</i></p> <p>Evaluate the extent to which any <u>two</u> of these characteristics might be said to be present in the current social and political climate of <u>either</u> the UK or another country with which you are familiar.</p> <p>What safeguards exist against the development of these characteristics and how effective do you believe these safeguards to be?</p>				[50]
Assessment Objective balance					
		AO1	AO2	AO3	AO4
Marks		7	25	8	10
<p>This question involves:</p> <ul style="list-style-type: none"> • reading and understanding source material on characteristics of totalitarian/government • evaluating how far two selected characteristics are currently present in the chosen country • evaluating the effectiveness of possible safeguards against these characteristics. 					

	<p>Recommended annotation</p> <p>Intro for introduction C1, C2for characteristics Sf1, Sf2, Sf3.....for safeguards Ef1, Ef2, Ef3.....for effectiveness Conc for conclusion</p> <p>Use standard annotation [see Guidance for Examiners above] in addition to these.</p>			
	<p>Indicative Content</p> <p>Examples and evidence given will depend on the choice of country, but candidates should show clearly how far the characteristics described reflect those of totalitarian government.</p> <p>Candidates may deal with the two parts of the question separately, or discuss possible safeguards alongside examples of totalitarian characteristics. Depending on the choice of country, some possible topics of discussion are:</p> <table border="1" data-bbox="300 958 1241 1899"> <tr> <td data-bbox="300 958 772 1899"> <p>Mottos, symbols, songs etc</p> <ul style="list-style-type: none"> international sporting events state occasions armed forces <p>Common threat/foe</p> <ul style="list-style-type: none"> institutionalising discrimination (eg laws on dress) exposing alleged lots / conspiracies <p>Artistic expression</p> <ul style="list-style-type: none"> political pressure on / persecution of artists / broadcasters availability / withdrawal of government funding <p>Cronyism/corruption</p> <ul style="list-style-type: none"> unelected office claims of 'national interest' </td> <td data-bbox="772 958 1241 1899"> <p>Human rights</p> <ul style="list-style-type: none"> detention without trial torture banning demonstrations / protests <p>Media</p> <ul style="list-style-type: none"> manipulation – 'spin' / briefing / leaks control – censorship / injunctions influence – links between politicians and 'media moguls' <p>Elections</p> <ul style="list-style-type: none"> vote-rigging bribery / intimidation / violence <p>Possible safeguards</p> <ul style="list-style-type: none"> democratic systems freedom of press world opinion need for trade/commerce moral leadership </td> </tr> </table>	<p>Mottos, symbols, songs etc</p> <ul style="list-style-type: none"> international sporting events state occasions armed forces <p>Common threat/foe</p> <ul style="list-style-type: none"> institutionalising discrimination (eg laws on dress) exposing alleged lots / conspiracies <p>Artistic expression</p> <ul style="list-style-type: none"> political pressure on / persecution of artists / broadcasters availability / withdrawal of government funding <p>Cronyism/corruption</p> <ul style="list-style-type: none"> unelected office claims of 'national interest' 	<p>Human rights</p> <ul style="list-style-type: none"> detention without trial torture banning demonstrations / protests <p>Media</p> <ul style="list-style-type: none"> manipulation – 'spin' / briefing / leaks control – censorship / injunctions influence – links between politicians and 'media moguls' <p>Elections</p> <ul style="list-style-type: none"> vote-rigging bribery / intimidation / violence <p>Possible safeguards</p> <ul style="list-style-type: none"> democratic systems freedom of press world opinion need for trade/commerce moral leadership 	
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	<p>Examiner tolerance Ideally, both characteristics should be exemplified by reference to current events but one such is acceptable if the treatment is well focused.</p> <p>Any answer which offers commentary and analysis without exemplification or illustration can be awarded a maximum of level 3.</p>	
	<p>Level descriptors 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 parts or qualities shown in the descriptor. Answers which are 'borderline' should be awarded the lowest mark in the level.</p>	
Level 5	Candidates will identify and discuss a very wide range of content referring to two identified characteristics. They will show very good understanding of the source and will make a well-developed application of this to their selected characteristics. They will cite very good examples, well evaluated. In identifying safeguards and assessing their effectiveness they will analyse and evaluate to develop very good arguments. The answer will be clearly structured and written with facility.	41 – 50
Level 4	Candidates will identify and discuss a wide range of content referring to two identified characteristics. They will show good understanding of the source and will make a developed application of this to their selected characteristics. They will cite good examples which will be evaluated. In identifying safeguards and assessing their effectiveness they will analyse and evaluate to develop good arguments. The answer will be structured and clearly written.	31 – 40
Level 3	Candidates will identify and discuss an adequate range of relevant content referring to at least two identified characteristics. They will show adequate understanding of the source and will make an adequate application of this to their selected characteristics. They will cite examples which may be evaluated. In identifying safeguards and assessing their effectiveness their analysis and evaluation will be unbalanced and their arguments adequate. The answer will be intelligibly written but will contain technical errors.	21 – 30
Level 2	Candidates will identify and discuss a limited range of relevant content referring to at least one identified characteristics. They will show modest understanding of the source and will make a limited application of this. They will cite examples but not evaluate them. In identifying safeguards and assessing their effectiveness their analysis and evaluation will be partial and their arguments limited. The answer will be intelligibly written but will contain numbers of errors.	11 – 20
Level 1	Candidates will identify and discuss a very limited range of relevant content referring to at least one identified characteristic. They will show restricted understanding of the source and will make a very limited application of this. They may cite examples but not evaluate them. In identifying safeguards and assessing their effectiveness their analysis and evaluation will be fragmentary and their arguments very limited. The answer may be unintelligible in places and will contain frequent errors.	0 – 10

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