

General Studies

Advanced GCE F733

Domain Exploration: Applying Synoptic Skills

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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A2 Unit F733: Domain Exploration: Applying Synoptic Skills

This question has **two** sections:

Section A: Candidates are required to answer **four** mandatory questions covering all three domains. Each of these questions draws on the thinking and analytical skills.

Section B: Candidates are required to answer **one** essay question from a choice of **three**. The question requires extended writing in essay form.

Candidates answer **five** questions

This unit is synoptic.

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 on knowledge, appreciating their strengths and limitations;

AO4 Communication

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

AO1	Level Descriptor The candidate demonstrates the following abilities where appropriate to:	Marks
Level 4	<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 	4
Level 3	<ul style="list-style-type: none"> select, use and integrate a good range of relevant knowledge show an understanding of the concepts involved 	3
Level 2	<ul style="list-style-type: none"> select, use and integrate a range of relevant knowledge show an adequate understanding of the concepts involved 	2
Level 1	<ul style="list-style-type: none"> select, use and integrate some relevant knowledge show a limited understanding of the concepts involved. 	1
AO2	Level descriptor The candidate demonstrates the following abilities where appropriate to:	
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 	19–22
Level 4	<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 	15–18
Level 3	<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 	11–14
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 	6–10
Level 1	<ul style="list-style-type: none"> demonstrate poor interpretation and analysis of issues, problems and evaluation recognise arguments and conclusion. 	1–5
AO3	Level descriptor The candidate demonstrates the following abilities where appropriate:	Mark
Level 5	<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 	8
Level 4	<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 	6–7
Level 3	<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 	4–5

Level 2	<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 	2–3
Level 1	<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. 	1
AO4	<p>Level descriptors The candidate demonstrates the following abilities where appropriate:</p>	
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 rules and grammar, punctuation and spelling with accuracy and facility 	14–16
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 facility 	11–13
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 	8–10
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 	5–7
Level 1	<ul style="list-style-type: none"> communicate with little clarity using occasional specialist terms use poor grammar and punctuation, and inaccurate spelling. 	1–4

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 Content Based Level Descriptors

Write a full summative comment using statements from the Content Based Level Descriptors, amplified by reference to the Assessment Objectives.

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 eg's 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 in this section.

Question	Answer	Marks
1	<p>Cars adapted to run on a mixture of biofuels and petrol are predicted by their manufacturers to:</p> <p>A reduce carbon emissions by up to 70%. B offer fuel savings of up to 15%. C deliver a more powerful performance on the road. D cost approximately £600 more to buy than petrol-only models.</p> <p>Suggest the value and relative importance of these predictions to the ordinary motorist.</p>	[10]
Assessment objectives balance		
	AO1	AO2
	AO3	AO4
Marks	2	6
		0
		2
		10
<p>This question involves candidates:</p> <ul style="list-style-type: none"> • understanding the developments suggested • assessing the value of each development • suggesting their relative importance to the average motorist. <p>Examiners tolerance</p> <p>Allocate points to the 'value' and 'relative importance' headings sympathetically.</p> <p>Recommended annotation</p> <p>V for points about value RI for points about relative importance A,B,C and D for specific points about the four statements in the question.</p> <p>Indicative content</p> <p>Candidates may refer to some of the following points in terms of value:</p> <ul style="list-style-type: none"> • manufacturers' predictions may contain some sales talk • figures given are vague eg 'up to 70%' could be 65% or 25% • in C 'more powerful' than what? • In D 'approximately £600' could more or less. 		

	<p>Candidates may refer to some of the following points in terms of relative importance:</p> <ul style="list-style-type: none"> • ordinary motorist probably more concerned with price than carbon footprint • powerful performance likely to be important to some • some 'green' motorists will rate A highly • other features of a car may mean A to D have low importance. • Credit other valid points that relate to the information given. <p>Value/Quality of information/Provenance 2 @ 2 marks</p> <p>Allow one mark for basic statement related to value plus one for its development/exemplification/car driver context.</p> <p>Relative Importance/Ranking/Most/Least 2 @ 2 marks</p> <p>Allow one mark for basic statement related to relative importance plus one mark for its development/exemplification/car driver context.</p> <p>Plus 2 marks for AO4</p> <p>2 marks for a well organised response, well written, very few if any errors.</p> <p>1 mark for a clear answer with some errors or SPG. 0 marks if understanding of the answer is insecure with many errors of SPG. (Inside margin 4+4+2 = 10)</p>	
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Question	Answer	Marks																		
2	<p>The statements below are policies advocated by the British National Party.</p> <p>A We support the re-introduction of corporal punishment for petty criminals and vandals, and the restoration of capital punishment for paedophiles, terrorists and murderers.</p> <p>B We will also seek to instil in our young people knowledge and pride in the history, cultures and heritage of the native peoples of Britain.</p> <p>C We call for the introduction of a system of voluntary resettlement whereby those immigrants who are legally here will be afforded the opportunity to return to their lands of ethnic origin assisted by generous financial incentives both for individuals and for the countries in question.</p> <p>[Source: http://bnp.org.uk] A trade union, The National Association of Schoolmasters/Union of Women Teachers [NASUWT], has sought to expel British National Party members from its membership.</p> <p>Using the information given above and your own knowledge, <u>briefly</u> give reasons <u>either</u> for <u>or</u> against the introduction of this policy by the NASUWT.</p> <table border="1" data-bbox="375 1205 1263 1310"> <thead> <tr> <th colspan="6">Assessment objectives balance</th> </tr> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Marks</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table>	Assessment objectives balance							AO1	AO2	AO3	AO4	Total	Marks	2	6	0	2	10	[10]
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Marks	2	6	0	2	10															
	<p>Recommended annotation</p> <p>F for the introduction of the policy A against the introduction of the policy R1, R2, R3. for reasons to support position chosen Dev for the development of points.</p> <p>Some candidates may argue a case both for and against. Treat this as a rubric infringement, mark both cases and award the mark for the stronger of the two.</p> <p>This question involves candidates:</p> <ul style="list-style-type: none"> • understanding the resource provided • recognising the position of the NASUWT • deciding to give reasons for or against the policy • matching the policies of the BNP with the position of the union. 																			

	<p>Indicative content Reasons for the NASUWT seeking to expel BNP members from its membership include:</p> <ul style="list-style-type: none"> • statement A – corporal punishment is not allowed in schools and a BNP member could find this a difficult tension to resolve • statement A – capital punishment is not allowed in this country • statement A – capital punishment for the groups named could be seen to be aimed at making for difficulties in communities with a high ethnic population • statement B – much of the curriculum of schools is multicultural and could be at odds with this more restricted view • statement B – some BNP members could find it difficult to teach in schools where children from a variety of faiths are present • statement B – some BNP members may find it difficult to provide equally for newer migrant groups • statement C – can be seen as racist and may place its members in an ambiguous position with the law • statement C – some BNP members may find it difficult to treat students from a variety of backgrounds equally. 	
	<p>Reasons against the NASUWT seeking to expel BNP members from its membership include:</p> <ul style="list-style-type: none"> • the BNP is a legitimate political party that has attracted many votes • in a free country citizens have the right to belong to legitimate political parties • BNP members could set aside their beliefs when in school – that is what professionalism means • political beliefs are a private matter and teachers should not be made to reveal them • Why is the BNP identified and not all political parties? • There is no reason why BNP members could not be a very good teacher irrespective of their beliefs • Statements A and B - Support for these manifesto policies is not confined to BNP members • Statement C - the repatriation provision is voluntary. <p>Credit other valid points that relate to the issue in the question.</p>	

	EXAMINER TOLERANCE	
LEVEL 5	<p>Candidates arguing for the NASUWT policy are liable to rely on discussion of the BNP policies, and, further, to assume that a teacher believing in them would not be able to help taking those beliefs into the classroom. Examiners should accept this assumption for the purposes of this examination. Candidates arguing against the NASUWT policy are liable to rely on more general arguments – legitimacy of the BNP, the right to freedom of political belief, issues of professional boundaries.</p> <p>Examiners should accept and mark both these approaches with sympathy. Good answers which make no reference to the manifesto policies may be fully credited.</p> <p>Use the Levels Mark scheme below to do this.</p>	9 - 10
LEVEL 4	<p>Candidates in favour of the policy may base a concise and well developed argument on two or three of the manifesto pledges. Those against it may base a concise and developed argument on two or three more general considerations of personal liberty and professionalism. They will offer a wide range of indicative content. Answers will be well structured and written with facility.</p>	7 - 8
LEVEL 3	<p>Candidates in favour of the policy may base a developed argument on two of the manifesto pledges. Those against it may base a concise and developed argument on two more general considerations of personal liberty and professionalism. They will offer a good range of indicative content. Answers will be structured and clearly written.</p>	5 - 6
LEVEL 2	<p>Candidates in favour of the policy may offer straightforward or simple comments on one or two of the manifesto pledges. Those against it may offer straightforward or simple comment on one or two more general considerations of personal liberty and professionalism. They will offer a limited range of indicative content. Answers will be intelligible but will contain technical errors.</p>	3 - 4
LEVEL 1	<p>Candidates in favour of the policy may offer limited and simple comment on one of the manifesto pledges. Those against it may offer limited and simple comment on one more general considerations of personal liberty and professionalism. They will offer a very limited range of indicative content. The answer may be unintelligible in places and will have frequent technical errors.</p>	0 - 2

Question	Answer	Marks												
3	<p>“A current YouGov survey provides overwhelming evidence that the British are now a largely irreligious people. Only a minority believe that God exists and almost everyone acknowledges that Britain is becoming an increasingly secular society.”</p> <p>[Adapted from a news report in The Daily Telegraph, December 27th 2004]</p> <p>Briefly outline <u>three</u> ways in which religious beliefs influence life in the UK today.</p>	[10]												
Assessment objectives balance														
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	AO1	AO2	AO3	AO4	Total									
Marks	2	6	0	2	10									
<p>This question involves:</p> <ul style="list-style-type: none"> • understanding of the source provided • recognition of religious beliefs held • outlining three ways religious beliefs influence life in the UK today. <p>Examiner tolerance Examiners should note that the same tenet may have positive and negative links to religious beliefs eg women’s rights</p> <p>Recommended annotation S1, S2.. for comments showing understanding of the source W1, W2 and W3 for ways in which religious beliefs influence everyday life in the UK.</p> <p>Indicative content</p> <ul style="list-style-type: none"> • Christian Ten Commandments underpin criminal law eg murder, stealing and perjury • religious beliefs linked to views on family life, marriage and sexuality • religious beliefs may reduce or promote prejudice eg exclusivity, tolerance • women’s rights supported through equality arguments but restricted in some religions • many schools begin the day with religious service and the ‘hidden curriculum’ based upon religious tenets • public holidays linked to religious festivals • religious leaders still respected and bishops still sit in the House of Lords • religious symbols, dress and customs part of multicultural society • births, marriages and deaths usually linked to religious tenets • attitudes and judgements linked to implied religious tenets • some wish to be treated by others according to implied religious code. 														

	<p>3 ways in which religious beliefs influence UK life 3 + 3 + 2 marks One mark for basic statement of way plus One or two marks for its development/exemplification/religious context Plus 2 marks for AO4</p> <p>2 marks for a well organised response, well written, very few, if any errors 1 mark for a clear answer with some errors of SPG 0 marks where understanding of answer is insecure with many errors of SPG</p> <p>(Inside margin 8 + 2 = 10)</p>	
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Question	Answer	Marks			
<p>4</p>	<p>A Department of the Environment Survey of 2006 produced the following data:</p> <ul style="list-style-type: none"> • 54% of us claim to make a conscious effort to make fewer flights • 56% of us claim to use public transport as much as possible • 75% of us claim to avoid unnecessary car journeys. <p>Data collected from other sources in 2006 reveals that:</p> <ul style="list-style-type: none"> • airlines report a 27% increase in passenger numbers since 2000 • the number of bus journeys made in the UK fell by 4% during 2005 • 63% of all journeys are made by car, and we travelled 12.5 billion miles further by car in 2005 than we did in 2000. <p>To what extent are these two sets of findings contradictory and how may apparent contradictions be explained?</p>	<p>[20]</p>			
Assessment objectives balance					
	AO1	AO2	AO3	AO4	Total
Marks	7	7	2	4	20
<p>This question involves:</p> <ul style="list-style-type: none"> • understanding the data in each source • recognising the extent to which the two sets of data contain contradictory messages • explaining the apparently contradictory messages. <p>Recommended annotation D1, D2, D3.. for comments on the data C1, C2, C3.. on points that are contradictory Ext for any suggestion of the extent of contradiction R1, R2, R3 for reasons for the contradiction identified.</p> <p>Indicative content</p> <p>Apparent contradictions include:</p> <ul style="list-style-type: none"> • 54% try to make fewer flights but passenger numbers have increased by 27% • 56% (more than half) claim to use public transport yet the number of bus journeys fell by 4% • 75% (three quarters) claim to avoid unnecessary car journeys yet the number of car miles travelled increased. 					

	<p>Extent of contradiction</p> <ul style="list-style-type: none"> the links are not strong the pairing of modes of travel tends to suggest linkages that may not be there many of the figures are marginal majorities. <p>Explanation of the apparent contradictions</p> <ul style="list-style-type: none"> modes of travel are paired as if connected if only 54%, 56% and 75% espouse these behaviours then 46%, 44% and 25% do not and this could account for the increase some of the words used are rather insecure eg <i>conscious effort, possible, unnecessary</i>. The extra car miles could have been necessary people claim to behave in one way but in reality do not people responding to the DOE survey gave answers they felt fitted the fashion and purpose of the survey no one wants to appear to deliberately contribute to environmental damage the methods of data collection are not clear the provenance of the data may account for the outcomes the questions asked may have contributed to the contradictions. 	
Level 5	These candidates will have a very good understanding of the apparent contradictions in the data. They will make a very good comment on the extent of the contradictions. They will offer very good reasons for the apparent contradictions. Answers will be very well organised and concisely and lucidly written.	17–20
Level 4	These candidates will have a good understanding of the apparent contradictions in the data. They will make a good comment on the extent of the contradictions. They will offer good reasons for the apparent contradictions. Answers will be well organised and lucidly written.	13–16
Level 3	These candidates will have an adequate understanding of an apparent contradiction in the data. They will make an adequate comment on the extent of the contradiction. They will offer adequate reasons for the apparent contradiction. Answers will be clearly written.	9–12
Level 2	These candidates will have a limited understanding of an apparent contradiction in the data. They will offer a limited reason for the apparent contradiction. Answers will be understandable but contain errors of SPG.	5–8
Level 1	These candidates will have a very limited understanding of an apparent contradiction in the data. They may offer a very limited reason for the apparent contradiction. Answers will be understandable but contain many errors of SPG.	0–4

SECTION B

Answer one question from this section.

Your answer should be in continuous prose.

Question	Answer	Marks																		
5	<p>Read the source below and answer the question that follows.</p> <p>PATIENT AUTONOMY IN FOCUS</p> <p>A six months pregnant mother was strongly advised by her doctors that her baby should be delivered prematurely by Caesarean section, because it was being starved of oxygen in her uterus and would eventually suffer physical and mental damage. The woman refused because she and her husband believed that God would take care of the baby.</p> <p>The hospital sought a court order to compel the parents to consent to the operation, but this was refused. The mother’s right to religious freedom, privacy, and to make a decision on behalf of her unborn child was respected. She was not only free to believe that God would provide but also legally empowered to act on that belief.</p> <p>In the event the baby was born at full-term and turned out to be in excellent health.</p> <p>[The above story is based on a case-study published on the website of the Canadian Medical Association, 2003]</p> <p>What cultural, scientific and social issues are raised by this true story?</p> <table border="1" data-bbox="378 1333 1260 1438"> <thead> <tr> <th colspan="6">Assessment objectives balance</th> </tr> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Marks</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table>	Assessment objectives balance							AO1	AO2	AO3	AO4	Total	Marks	7	25	8	10	50	[50]
Assessment objectives balance																				
	AO1	AO2	AO3	AO4	Total															
Marks	7	25	8	10	50															
	<p>This question involves the candidate understanding:</p> <ul style="list-style-type: none"> • the tensions revealed by the source • demonstrating the cultural issues raised by the true story • demonstrating the scientific issues raised by the true story • demonstrating the social issues raised by the true story. <p>Recommended annotation Intro for introduction Sc1, Sc2, Sc3.....for scientific issues raised by the true story So1, So2, So3.....for social issues raised by the true story Cu1, Cu2, Cu3.....for cultural issues raised by the true story Dev for development, eg for examples, Conc. for conclusion.</p>																			

	<p>Indicative content</p> <p>Candidates may refer to some of the following points.</p> <p>Cultural issues raised include:</p> <ul style="list-style-type: none"> • parents believed the health of the bay in the hands of God • parents saw the outcome as the will of God • the baby was not able to decide. <p>Scientific issues raised include:</p> <ul style="list-style-type: none"> • doctors advise using current level of knowledge • advice given after testing of the unborn baby • medical advice based upon probabilities • surgery involved invasion of privacy which needed consent. <p>Social issues raised include:</p> <ul style="list-style-type: none"> • in disputes the law can be used to determine the outcome • the parents had rights under the law eg to their religious beliefs • care for a damaged child would be expensive and probably paid for by the state. 	
<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>		
<p>Level 5</p>	<p>These candidates will offer very good accounts of the cultural, scientific and social issues raised by the true story. Their exploration of the issues will develop each of these areas. Examples, personal experience, examination of definitions or critique will normally be present. Answers will be very well organised and concisely and lucidly written.</p>	<p>41–50</p>
<p>Level 4</p>	<p>These candidates will offer good accounts of the cultural, scientific and social issues raised by the true story. Their exploration of the issues will develop two of these areas. Examples, personal experience, examination of definitions or critique may be present. Answers will be well organised and lucidly written.</p>	<p>31–40</p>
<p>Level 3</p>	<p>These candidates will offer adequate accounts of the issues raised by the true story from two of the cultural, scientific and social areas. Their exploration of the issues will extend to two of these areas. Examples or personal experience will normally be present. Answers will be clearly written.</p>	<p>21–30</p>
<p>Level 2</p>	<p>These candidates will offer limited accounts of the issues raised by the true story from two of the cultural, scientific and social I areas. Their exploration of the issues will extend to one of these areas. Examples or personal experience may be present. Answers will be understandable but contain errors of SPG.</p>	<p>11–20</p>
<p>Level 1</p>	<p>These candidates will offer very limited accounts of the issues raised by the true story from one of cultural, scientific and social areas. Their exploration of any point will be very limited. Answers will be understandable but contain many errors of SPG.</p>	<p>0–10</p>

Question	Answer	Marks												
6	<p>In modern times the government is expected to support creative artists, some of whose work is unintelligible to the public and is ignored by them.</p> <p>Should money needed in other social areas – medicine and education, for example – be used to subsidise the arts?</p>	[50]												
Assessment Objectives balance														
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	AO1	AO2	AO3	AO4	Total									
Marks	7	25	8	10	50									
<p>This question involves the candidate understanding:</p> <ul style="list-style-type: none"> the expectation of government subsidy for the work of creative artists some of the work of creative artists may be unintelligible or ignored the finance for the creative arts could be spent elsewhere medicine and education need more money should the arts subsidy go to these needy areas? <p>Recommended annotation</p> <p>Intro. for introduction Ar1, Ar2, Ar3.. for positive points made in connection with the arts subsidy U1, U2, U3.. for reasons for aspects of creative work that are unintelligible N1, N2, N3.. for negative points about the arts subsidy Alt1, Alt 2, Alt 3.. for alternative uses of the arts subsidy finance Conc. for conclusion.</p> <p>Indicative content</p> <p>Candidates may refer to some of the following points.</p> <p>Reasons for the expectation of a government subsidy:</p> <ul style="list-style-type: none"> the arts inform, educate and stimulate thought creative work offers commentary on social life artists offer a different way to see and react to the world finance from government frees artists of sponsorship demands community arts offer all people new expressive opportunities a tax paying democracy can support minority interests. <p>Reasons for the difficult access for the public to some creative arts work:</p> <ul style="list-style-type: none"> lack of arts education in a utilitarian society failure of artists to communicate their intent the way society values things militates against the arts. 														

Question	Answer	Marks
	<p>Problems in making creative work more intelligible and attractive:</p> <ul style="list-style-type: none"> • demanding accessible arts denies creativity • reactions to particular pieces of creative work may be temporary. <p>Spending the arts subsidy elsewhere:</p> <ul style="list-style-type: none"> • Arts Council Grant 2007-08 1.6 billion • education and Health Service spending 182 billion • giving the Arts Council grant to these areas would increase their budgets by 0.8% • suggests that the arts are less important than education and health • would stifle an essential human drive for creativity. 	
<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	These candidates will have developed a very good debate concerning the subsidy for the arts as opposed to other priorities. Both cases will be well developed. Their accounts will include an element of personal experience, example or identification of issues related to definitions. Answers will be very well organised and concisely and lucidly written.	41–50
Level 4	These candidates will have developed a good debate concerning the subsidy for the arts as opposed to other priorities. Both cases will be developed. Their accounts will include an element of personal experience, example or identification of issues related to definitions. Answers will be well organised and lucidly written.	31–40
Level 3	These candidates will offer an adequate debate concerning the subsidy for the arts as opposed to other priorities. Both cases will be present though probably unbalanced. Examples or personal experience will normally be present. Answers will be clearly written.	21–30
Level 2	These candidates will offer a limited debate concerning the subsidy for the arts as opposed to other priorities. Both cases will be present though one may only be in token terms. Examples or personal experience may be present. Answers will be understandable but contain errors of SPG.	11–20
Level 1	These candidates will give a very limited debate concerning the subsidy for the arts as opposed to other priorities. Both cases will be present but each in fragmentary terms. Answers will be understandable but contain many errors of SPG.	0–10

Question	Answer	Marks																		
7	<p>Research findings released in 2003 showed that, of criminals sent to jail, 56% re-offended within two years of their release.</p> <p>Of those given community-based sentences, such as graffiti cleaning, litter collecting, graveyard repairs and anger management courses, 44% re-offended within the same 2 year period.</p> <p>In the light of these data and your own knowledge, consider what measures might be taken to make punishment of crime more effective.</p> <table border="1" data-bbox="391 701 1239 806"> <thead> <tr> <th colspan="6">Assessment Objectives balance</th> </tr> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Marks</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table>	Assessment Objectives balance							AO1	AO2	AO3	AO4	Total	Marks	7	25	8	10	50	[50]
Assessment Objectives balance																				
	AO1	AO2	AO3	AO4	Total															
Marks	7	25	8	10	50															
	<p>This question involves the candidates understanding:</p> <ul style="list-style-type: none"> • the different outcomes of jail and community-based sentences • suggesting alternative measures to jail and community-based sentences • assessment of the effectiveness of the measures suggested. <p style="text-align: center;">EXAMINER TOLERANCE</p> <p>Answers that point only or mainly to an increase in the severity of prison punishment without any evaluation of its effects on prisoners, prison staff and their relationships, can achieve a maximum of Level 4. An answer showing evaluation could achieve a maximum level 5.</p> <p>Treat answers which deal only or mainly with community-based sentencing in the same way.</p> <p>Recommended annotation</p> <p>Intro for introduction P1, P2, P3 for points made about prison sentences C1, C2, C3 for points about community-based sentences M1, M2, M3.. for measures that might be added to prison and community-based sentencing to make re-offending less likely Ef1, Ef2, Ef3.. for comments on effectiveness of alternatives or improvements Conc. for conclusion.</p>																			

	<p>Indicative content</p> <p>Candidates may refer to some of the following points.</p> <p>Outcomes suggested by the source information include:</p> <ul style="list-style-type: none"> • community-based sentences appear more effective than jail • even with community-based sentences 44% still re-offended • neither sentence appears all that effective • did the type of offence influence the outcome • the marginally better performance of community-based sentences suggests that this form of punishment could be expanded • re-offence may not be the best measure of effectiveness. <p>Alternative measures could include:</p> <ul style="list-style-type: none"> • assessment of prisoners for underlying problems eg mental health • increased levels of personal support or supervision when sentences completed • criminals meeting victims • fine tuning of medical treatments eg drug therapy • part-time prison • ASBOs, tagging, curfews • pre-release centres. <p>Assessment of potential effectiveness includes:</p> <ul style="list-style-type: none"> • punishment should fit the crime and the criminal • better to treat causes than symptoms eg poverty, mental health • problems of public acceptance of 'soft' sentences for criminals • cost will be a factor • press need to understand the process • the public must be protected from some criminals • success stories should be publicised. 	
<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	These candidates will have very good recognition of the outcomes of the two systems described. They will develop a very good set of alternative measures with a suggestion of their potential effectiveness. Answers will be very well organised and concisely and lucidly written.	41–50
Level 4	These candidates will have good recognition of the outcomes of the two systems described. They will develop a good set of alternative measures with a suggestion of their potential effectiveness. Answers will be well organised and lucidly written.	31–40
Level 3	These candidates will have adequate recognition of the outcomes of the two systems described. They will offer an adequate suggestion of alternative measures with some suggestion of their effectiveness. Answers will be clearly written.	21–30
Level 2	These candidates will have limited recognition of the outcomes of the two systems described. They will offer a limited suggestion of alternative measures with a hint of their effectiveness. Answers will be understandable but contain errors of SPG.	11–20
Level 1	These candidates will have very limited recognition of the outcomes of the two systems described. They will offer a very limited suggestion of alternative measures. Answers will be understandable but contain many errors of SPG.	0–10

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