

General Studies

Advanced Subsidiary GCE

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

Mark Scheme for January 2013

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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.

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

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Annotations

Annotation	Meaning
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.

Subject-specific Marking Instructions**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.

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 eggs 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.

Assessment Objectives

AO1 Demonstrate Knowledge and Understanding

- Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from difference disciplines;

AO2 Analysis and Evaluation

- Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data concepts and opinions;

AO3 Understanding Knowledge

- Demonstrate understanding of different types of knowledge, appreciating their strengths and limitations;

AO4 Communication

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

Question		Answer	Marks	Guidance												
1	(a)	<p>Commercial: artists achieve financial reward and/or security from their work. This includes widespread sales that generate income for both the artist and their agents/managers/promoters. The money earned exceeds the amount invested in the project; this earning power may continue for considerable time or for a short period.</p> <p>Critical: artists achieve recognition from fellow-artists and other experts for the quality of their work: its form, originality, wide appeal, and appearance.</p>	3	<p>Assessment Objective Balance</p> <table border="1"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1a</td> <td>2</td> <td>1</td> <td></td> <td></td> <td>3</td> </tr> </tbody> </table> <p>1 mark for each explanation. 1 mark is available for responses that are well-supported.</p> <p>[3]</p>	Question	AO1	AO2	AO3	AO4	Total	1a	2	1			3
Question	AO1	AO2	AO3	AO4	Total											
1a	2	1			3											
	(b)	(i)	3	<p>Assessment Objective Balance</p> <table border="1"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1b(i)</td> <td>2</td> <td>1</td> <td></td> <td></td> <td>3</td> </tr> </tbody> </table> <p>3 marks for the explanation including development and/or examples.</p> <p>[3]</p>	Question	AO1	AO2	AO3	AO4	Total	1b(i)	2	1			3
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Question	Answer	Marks	Guidance																
(c)	<ul style="list-style-type: none"> • Artists may be regarded as iconic and act as rôle models, particularly to the young, and therefore have a responsibility to live up to this status in respect of their morals, attitudes, and behaviour. • Artists can reflect the mood and character of the people and therefore feel the pressure to produce works that truly reflect this need. • Artists have a responsibility to produce works of a consistently high standard in order to please his/her followers and fans. • Artists may feel the need to conform with the accepted practices of his/her art whereas they may want to rebel and be controversial. 	6	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1243 279 2060 351"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1c</td> <td>4</td> <td></td> <td></td> <td>2</td> <td>6</td> </tr> </tbody> </table> <p>Each reason [R] can be awarded up to a maximum of 2 marks.</p> <p>Communication marks are awarded as follows:</p> <table border="1" data-bbox="1243 550 2072 726"> <tbody> <tr> <td>2 marks</td> <td>a clear response that communicates ideas succinctly with few technical errors.</td> </tr> <tr> <td>1 mark</td> <td>a response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> </tbody> </table> <p>[4+2 AO4]</p>	Question	AO1	AO2	AO3	AO4	Total	1c	4			2	6	2 marks	a clear response that communicates ideas succinctly with few technical errors.	1 mark	a response that shows a basic understanding but may contain some ambiguity and technical errors.
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(d)	<ul style="list-style-type: none"> • Candidates may select any of the art forms indicated in the specification. Alternative art forms may be suggested • The four stages may include some reference to some of the following ideas: <p>Preparation A writer or painter might look at other people's work or their own work. A musician works with chords and structures through improvisation. This early phase is one of exploration. It is time consuming but necessary in order to germinate ideas.</p> <p>Inspiration An artist thinks and considers the possibilities and boundaries of their work, accepting and discarding ideas and making connections. There will be a moment when the idea suddenly clicks into place and the work progresses much quicker.</p> <p>Experimentation Creative people know that for every good idea, there are at least a few that do not work out, but they cannot know ahead of time what is going to work out and what will not. Therefore this is an important stage where there may be many failed attempts at creating the work.</p> <p>Realisation When that written piece comes out, when that song flows, when that canvas reveals its painting, and so on. It is also when the artist starts to evaluate the idea and determine whether it is good or not.</p>	15	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1243 239 2056 311"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1d</td> <td>6</td> <td>5</td> <td></td> <td>4</td> <td>15</td> </tr> </tbody> </table> <p>Content (Award up to 11 marks)</p> <p>10–11 marks: a very good answer that includes an art form, identifies an event, and clearly outlines the creative process involved using all four stages. Clear understanding of one way in which the work is seen as successful.</p> <p>7–9 marks: a good answer that includes an art form. The creative process is outlined more superficially but the sequence of evolution is evident. The way in which it is successful is stated but not developed.</p> <p>4–6 marks: an art form is cited but the link between the process of construction and the event is less clear and basic in its detail and justification. The way in which it is successful is absent or a simple statement is given.</p> <p>1–3 marks: answers at this level will be characterised by their brevity and lack of engagement with the subject. Alternatively, they may consist of brief, unsupported ideas.</p> <p>Communication marks are awarded as follows:</p> <p>4 marks: a very clear response making a case with facility, using a range of appropriate expression and without technical errors.</p> <p>3 marks: a clear response that makes the case clearly using good expression and the minimum of errors.</p> <p>2 marks: some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.</p> <p>1 mark: the response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.</p>						Question	AO1	AO2	AO3	AO4	Total	1d	6	5		4	15
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	<p>Success criteria (positive or negative)</p> <ul style="list-style-type: none"> • Instant appeal, for example sound, sight, dimension, sense of patriotism. • Appropriate links to the event being commemorated (subject content). • Commercial popularity (people want to buy copies, take photographs, media coverage of its inception, television and radio broadcasts). • Longevity (stands the test of time and becomes an iconic representation of the event, the era, the culture). 		<p>Recommended annotation</p> <p>AF – art form P – preparation I – inspiration E – experimentation R – realisation S – success indicator.</p> <p>[11+4 AO4]</p>

Section B: The Cultural Domain

Question	Answer	Marks	Guidance
2	<p>This question involves:</p> <ul style="list-style-type: none"> • demonstrating an understanding of conscience • outlining two situations involving an individuals conscience • outline of how these views may conflict with the views of the majority. <p>Indicative content</p> <p>What is conscience? As opposed to some external authority telling us what is right and wrong, conscience calls a person to do good and avoid evil. This inner voice helps us to distinguish right from wrong and nudges a person to do what is right and avoid what is wrong.</p> <p>Examples of situations where conscience plays an important part are:</p> <ul style="list-style-type: none"> • service to the country in times of war • taking industrial action in support of a trade union's view or that of co-workers • reporting a crime to the police (particularly if the accused is a family member or friend) • refusing to break laws that are limited by age or religious teachings • controversial matters such as capital punishment, abortion, euthanasia. <p>(A wide range of examples may be introduced, particularly those that have a personal significance. These should be judged on their own merits and the quality of their justification and relevant context).</p>	30	<p>Level 5 (25–30 marks) There is very good knowledge of conscience and its nature [AO1]. Two situations are fully developed and explained with very good supporting material and examples [AO2]. The discussion is very well balanced and considers the extent to which conscience places a person in conflict with the majority including the limitations that this presents [AO3]. The essay is communicated clearly and coherently using a very good range of language and fluent expression [AO4].</p> <p>Level 4 (19–24 marks) There is a good knowledge of conscience and its nature [AO1]. Two situations are developed and explained with good supporting material and examples though with less detail [AO2]. The discussion is balanced and considers the extent to which conscience places a person in conflict with the majority including some of the limitations that this presents [AO3]. The essay is communicated clearly and coherently using a good range of language with few errors and fluent expression [AO4].</p> <p>Level 3 (13–18 marks) Some knowledge of conscience and its nature is introduced though not thoroughly explained [AO1]. Two situations are explained with some supporting material and examples and some detail; one may be stronger than the other [AO2]. The discussion has some balance and considers aspects of a person's conflict with the majority [AO3]. The essay is communicated well, though at times the expression presents uncertainties and ambiguities [AO4].</p>

Question	Answer	Marks	Guidance
	<p>The degree to which an individual's stance may agree or disagree with a viewpoint will depend on:</p> <ul style="list-style-type: none"> • strength of character • personal loyalties • religious observance • pressure from other sources (friends, family, employer) • location • age • cultural group • financial disposition • level of education. <p>This is an open-ended question that allows the opportunity for personal engagement and examples. Professional judgement should be used to assess the strength and validity of the points made based on the relevance and support offered to the ideas and the material presented.</p>		<p>Level 2 (7–12 marks) Limited knowledge of conscience and its nature is included in any description [AO1]. Two basic situations are named though the supporting material and examples are superficial [AO2]. The discussion has little balance and fails to consider a person's conflict with the majority with any certainty – alternatively this part of the question is sketched or omitted [AO3]. The essay contains flawed expression and many errors; this prevents the ability to make clear unequivocal points [AO4].</p> <p>Level 1 (0–6 marks) Very limited knowledge of conscience is evident [AO1]. Situations are named but not developed; there is no context [AO2]. There is no evidence of any consideration of the strengths and weaknesses of any arguments [AO3]. The essay contains very weak expression with many errors. Brevity is another factor that will restrict the awarding of marks [AO4].</p> <p>Recommended annotation</p> <p>S1, S2 – identifies the two situations. V+ – positive viewpoint (agree). V- – negative viewpoint (disagree). I – for individual. M – for majority. eg – examples.</p>

Question	Answer	Marks	Guidance
3	<p>This question involves:</p> <ul style="list-style-type: none"> • an appreciation/understanding of local radio • outlining a case for and against local radio. <p>Indicative content: Candidates may present their response within the framework of a local radio station with which they are familiar. It may be possible to construct a response in general terms though this would need the inclusion of the main aims and strengths of local radio in order to look closely at the retention issue.</p> <p><i>What is local radio?</i> Broadcasts are aimed at an urban area or region. This may be a city (Manchester) or a region (Solent). Programming is aimed at the people, places, and priorities of that area and offers the opportunity for more focused reporting on matters of local interest and priority.</p> <p>The case for the provision of local radio includes:</p> <ul style="list-style-type: none"> • local focus • local perspective on national issues • using local people to deliver content • building up a more personal relationship between presenters and listeners • maintenance and awareness of community links and events in a region • a forum for community action and celebration (fostering a Big Brother-like society) • jobs and career opportunities for radio journalism • a life line on local events and emergencies, particularly for those unable to get about. 	30	<p>Level 5 (25–30 marks) There is a very good understanding of local radio [AO1] supported by clear ideas and examples of the range and extent of its influence. This includes a very good range of points that illustrate ideas for and against retention [AO2]. Essays display balance and reference to the limitations of the arguments presented. [AO3]. The essay is communicated very clearly and coherently using a very good range of language and expression [AO4].</p> <p>Level 4 (19–24 marks) There is a good understanding of local radio [AO1] supported by ideas and examples of the range and extent of its influence, some being better shaped than others. This includes a good range of points that illustrate ideas for and against retention [AO2]. Essays display some balance and some reference to the limitations of the arguments presented. [AO3]. The essay is communicated clearly and coherently using a good range of language and expression with a few errors [AO4].</p> <p>Level 3 (13–18 marks) There is some explanation of local radio though not entirely clearly or with discernment. The material presented is imbalanced [AO1]. Examples and points made for and against are weakly developed or thinly discussed [AO2]. There is a lack of reference to the extent to which experiences can influence and affect people [AO3]. The essay is communicated well though at times the expression presents uncertainties and ambiguities [AO4].</p>

Question	Answer	Marks	Guidance
	<p>The case against the provision of local radio includes:</p> <ul style="list-style-type: none"> • small numbers of listeners for relatively high cost • dilution of major issues that may not have an important local significance • the celebration and elevation of matters that may be considered insignificant and trivial on a national scale • all citizens receive one national information 'feed' rather than a mixture of sources and emphasis • excess time filling and triviality • cannot compete with the quality of national stations • out of date in a digital, mobile technology society. 		<p>Level 2 (7–12 marks) Local radio is not clearly defined and there is weak reference to positive and negative provision [AO1]. There are few or no tangible examples to support the ideas presented; these may be assertive, lacking clarity and unfounded [AO2]. There is a weak attempt to discuss the implications of the points raised [AO3]. The essay contains flawed expression and this hampers the ability to make clear unequivocal points [AO4].</p> <p>Level 1 (0–6 marks) Essays in this category are characterised by their brevity, lack of attention to the question rubric and a lack of security in discussing local radio [AO1], and any attempt to promote a reasoned and coherent argument [AO2/3]. The communication will either be very weak, with many errors or the essay's brevity will restrict the awarding of marks [AO4].</p> <p>Recommended annotation</p> <p>LR – reference to local radio and its stations. F – points for. A – points against.</p>

Question	Answer	Marks	Guidance
4	<p>This question involves:</p> <ul style="list-style-type: none"> • demonstrating an understanding of amateur arts • outlining three benefits to young people of being involved in these activities • identifying important issues affecting the long-term survival of amateur arts. <p>Indicative content <i>What are Amateur Arts Activities?</i></p> <p>Amateur arts make a considerable contribution towards the well-being of communities, social inclusion, lifelong learning, active citizenship and volunteering. They range from drama and opera companies, groups that put on musicals, orchestras and brass bands, dance troupes, handicraft societies, groups that maintain and preserve historical buildings and machinery (such as railway engines) – the list is extensive. At the same time they generate enthusiasm and interest in cultural pursuits at a local level fostering a sense of community spirit and creating opportunities to make friends and experience ‘live’ participation that is generally reserved for professional arenas and persons that are more commonly found in the major areas of population, such as London. People undertake amateur arts for self-improvement, social networking and leisure, but not primarily for payment. Across the UK, approximately 57,000 amateur arts groups stage plays and operas, festivals and concerts, put on exhibitions and run classes and workshops every week. Amateur arts groups are rooted in almost every local community across the UK. They are almost all independent local organisations established by their participants, self-financing, and fiercely independent of national and local government.</p>	30	<p>Level 5 (25–30 marks) There is a very clear explanation of three benefits. This is accompanied by the recognition of important issues affecting long-term survival. [AO1]. Ideas are explained using very good supporting material and examples that illustrate the ideas presented [AO2]. In the second part of the answer there is some examination of the extent to which survival is possible and a balanced, critical view of the feasibility [AO3]. The essay is communicated very clearly and coherently using a very good range of language and expression [AO4].</p> <p>Level 4 (19–24 marks) There is a clear explanation of three benefits. This is accompanied by the recognition of important issues affecting long-term survival though some may be stronger than others. [AO1]. Ideas are explained using good supporting material and examples that illustrate the ideas presented [AO2]. In the second part of the answer, there is some examination of the extent to which survival is possible though this may be imbalanced [AO3]. The essay is communicated clearly and coherently using a good range of language and expression with a few errors [AO4].</p> <p>Level 3 (13–18 marks) There is only two benefits or a third may be weak and simply stated, with a tendency to be purely descriptive [AO1]. The essay lacks development and discussion of the benefits and issues [AO2]. There is a lack of balance and reference to the extent to which experiences can influence and affect people [AO3]. The essay is communicated well though at times the expression presents uncertainties and ambiguities [AO4].</p>

Question	Answer	Marks	Guidance
	<p><i>Benefits of becoming involved in amateur arts (restricted to young people):</i></p> <ul style="list-style-type: none"> • true enjoyment of participating with other young people without the pressure of having to earn money – simply for pleasure • sharing a part of oneself that contributes a group in a positive manner • participating is not about perfection, it is about enjoyment • gaining support from people for your love of your art and becoming part of a diverse and expansive social network of individuals that enjoy the same hobbies that you enjoy • boosting self-confidence, regardless of how well one does. Everyone involved in amateur theatre knows and understands that to be truly successful you must make the step to join a group. True success comes with effort and nothing more. After a while, acting, singing, dancing, constructing, and other skills will strengthen • when experiencing low self-esteem or challenging points in life people connect with others in a non-threatening manner • it can be a great emotional release that leads to the reduction in stress and higher levels of confidence • people often find that they are offered better professional positions that include higher wages and better perks later in life. If you are not pursuing a career in the acting industry, you will still be able to gain a monumental amount of experience working productions for the stage • involvement can lead to an improvement work ethic, better time management skills, a boost in self-confidence, and joining a team of like-minded individuals that have a similar interest 		<p>Level 2 (7–12 marks) Amateur arts are not clearly defined and there is weak reference to points for; essays are largely descriptive [AO1]. There are few or no tangible examples to support the ideas presented; these may be assertive, lacking clarity and unfounded [AO2]. There is a weak attempt to discuss the implications of the points raised [AO3]. The essay contains flawed expression and this hampers the ability to make clear unequivocal points [AO4].</p> <p>Level 1 (0–6 marks) Essays in this category are characterised by their brevity, lack of attention to the question rubric and a poor appreciation and understanding of amateur arts [AO1]. Any attempt to promote a reasoned and coherent argument is flawed [AO2/3]. The communication will either be very weak, with many errors or the essay's brevity will restrict the awarding of marks [AO4].</p> <p>Recommended annotation</p> <p>AA – supporting points about amateur arts. B1,2,3 – benefits. IS – issues.</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • a contribution to the community and the opportunity to take a leadership role. <p><i>Major issues for the UK amateur arts sector (not restricted to young people) are:</i></p> <ul style="list-style-type: none"> • changing lifestyles are making it more difficult for amateur arts groups to attract new regular members and audiences • despite the massive scale of the sector and amateur arts groups existing in almost every local community, their public profile is low • they can be difficult to find for potential new members and audiences • increasing legal and regulatory compliance requirements are making it more difficult and costly for amateur arts groups to operate • the cost and availability of suitable venues for their activities are making it more difficult for amateur arts groups to operate • amateur arts groups natural insularity makes it difficult to fully realise the huge potential they represent in relation to their contribution to civic activities, civic virtue, positive social and cultural outcomes, and political participation • the expansion of home-based entertainment using technology • the increased pressure on people's spare time for paid work. 		

Section C: The Social Domain

Question		Answer	Marks	Guidance												
5	(a)	<p>Ideas may include:</p> <ul style="list-style-type: none"> towns and cities are clogged up with traffic cars are bad for the environment (though eco-engines and hybrid/electric cars are becoming more widespread) cycling is eco-friendly and good for health cycling can avoid traffic queues the 'green carpet' indicates the environmental importance of cycling (analogy with red carpet for important people) the rolling out of the carpet implies that this is a process of environmental change that is taking place the cyclist being above the cars might imply the superiority of the cyclist environmentally. 	6	<p>Assessment Objective Balance</p> <table border="1"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5a</td> <td>4</td> <td></td> <td></td> <td>2</td> <td>6</td> </tr> </tbody> </table> <p>Each idea [I] can be awarded up to 2 marks if developed.</p> <p>Communication marks are awarded as follows:</p> <p>2 marks – a clear response that communicates ideas succinctly with few technical errors.</p> <p>1 mark – a response that shows a basic understanding but may contain some ambiguity and technical errors.</p> <p>[4+2 AO4]</p>	Question	AO1	AO2	AO3	AO4	Total	5a	4			2	6
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5a	4			2	6											
	(b) (i)	<p>Explanations may include:</p> <ul style="list-style-type: none"> the car continues to be the most popular form of transport as it gives people more freedom to travel when and where they wish people are lazy/not health conscious hence the relatively low numbers using bicycles or walking it is cheaper to travel by bus than rail buses are able to get closer to people than trains (which involves finding a station) bus travel is more flexible in terms of access and stopping places therefore the length of journeys is variable trains tend to be used for longer trips. 	6	<p>Assessment Objective Balance</p> <table border="1"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5bi</td> <td>4</td> <td>2</td> <td></td> <td></td> <td>6</td> </tr> </tbody> </table> <p>Each explanation [E] can be awarded up to 2 marks for the explanation plus 1 mark for the development of ideas or examples.</p> <p>[4+2]</p>	Question	AO1	AO2	AO3	AO4	Total	5bi	4	2			6
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Question	Answer	Marks	Guidance												
	<p>(ii) Ways may include:</p> <ul style="list-style-type: none"> • privatise roads by imposing tolls to making driving costs higher • more trams, guided buses, throughways • ‘ring and ride’ services extended • building more interchanges to make public transport easier to manage and negotiate • offer incentives for people to leave their car at home such as subsidised travel through taxation • implement further traffic bans in city centres-adopt the European model of restricting the days that cars can be used • park and ride schemes to reduce town centre congestion • closing town centre car parks for long stay. 	<p>6</p>	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 280 2029 352"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5bii</td> <td>2</td> <td>2</td> <td></td> <td>2</td> <td>6</td> </tr> </tbody> </table> <p>Each way [W] can be awarded up to 1 mark for the explanation plus 1 mark for the development of ideas or examples.</p> <p>Communication marks are awarded as follows:</p> <p>2 marks – a clear response that communicates ideas succinctly with few technical errors.</p> <p>1 mark – a response that shows a basic understanding but may contain some ambiguity and technical errors.</p> <p>[4+2 AO4]</p>	Question	AO1	AO2	AO3	AO4	Total	5bii	2	2		2	6
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5bii	2	2		2	6										

Question	Answer	Marks	Guidance												
(c)	<p>Ideally, an answer should begin with clear statement or description of the candidate's community or location, the transport provision presently available, and two problems. These may include reference to:</p> <p>Methods of transport will reflect the area in question, for example, rural communities demand different facilities to towns and cities. Consideration of cost, staffing, and the environment may be included as issues.</p> <p>The needs of families (such as getting and work or school) may refer to the differing types of transport and its deployment to suit the needs of the community, for example, school buses, increased frequency to cope with travelling to and from work at peak times, better frequency in evenings and weekends to cater for social and leisure activities. Personal safety and security may also be mentioned under this heading.</p>	12	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 280 2029 352"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5c</td> <td>6</td> <td>4</td> <td></td> <td>2</td> <td>12</td> </tr> </tbody> </table> <p>Content (Award up to 10 marks)</p> <p>9–10 marks: a very good answer that includes consideration of a community and its transport needs and improvements that can be made. The answer makes clear reference to two problems and their solutions.</p> <p>6–8 marks: a good answer that includes consideration of a community and its transport needs. There is reference to two problems and their solutions but these are not so clearly defined and developed.</p> <p>3–5 marks: the problems of community transport are mentioned but are not explained very clearly. Ideas are basic in their detail and justification.</p> <p>1–2 marks: answers at this level will be characterised by their brevity and lack of engagement with the subject. Alternatively, they may consist of brief, unsupported ideas.</p> <p>Communication marks are awarded as follows:</p> <p>2 marks – a clear response that communicates ideas succinctly with few technical errors.</p> <p>1 mark – a response that shows a basic understanding but may contain some ambiguity and technical errors.</p> <p>Recommended annotation P1,P2 – problems. W – ways.</p> <p>[10+2 AO4]</p>	Question	AO1	AO2	AO3	AO4	Total	5c	6	4		2	12
Question	AO1	AO2	AO3	AO4	Total										
5c	6	4		2	12										

Section D: The Social Domain

Question	Answer	Marks	Guidance
6	<p>This question involves:</p> <ul style="list-style-type: none"> • understanding of the term local elected politicians • using examples to support ideas for health, education and the environment • consideration of the extent to which local law enforcement is effective. <p>Indicative content</p> <p>Who is a locally elected politician? Local government refers collectively to administrative authorities over areas that are smaller than a country. This contrasts with central government or national government. Local politicians generally act within the powers of legislation of national government. Local politicians (usually referred to as Councillors) have some power to raise taxes, though these may be limited by laws passed in Parliament. They are elected in local elections and represent a range of political parties including those found in the national government. Councillors are not salaried but work in a part-time, voluntary capacity.</p> <p>National policies that may be interpreted on a local level include:</p> <ul style="list-style-type: none"> • the size and shape of the health service provision • the style of education (selective or non-selective) • the approach to the issue of energy (renewal and non-renewal issues) • the level of waste management and recycling. 	30	<p>Level 5 (25–30 marks) The essay displays a very good knowledge of local and national politics and their relative differences to establish a framework for the essay [AO1]. Ideas are developed with confidence and a range of examples of how local policies can be enforced without national direction, as well as considering the weaknesses of this approach [AO2]. Essays will include consideration of fairness and balance in coming to conclusions about ‘extent’ [AO3]. The essay is communicated very clearly and coherently using a very good range of language and expression [AO4].</p> <p>Level 4 (19–24 marks) The essay displays a good knowledge of local and national politics and their relative differences to establish a workable framework for the essay [AO1]. Ideas are developed and some examples of how local policies can be enforced without national direction, using some examples (some may be stronger than others) [AO2]. Essays consider ‘extent’ though may be imbalanced [AO3]. The essay is communicated clearly and coherently using a good range of language and expression with a few errors [AO4].</p> <p>Level 3 (13–18 marks) Though there is an appreciation of the two systems of law making and implementation this may be superficial or there may be a tendency to favour one system more strongly than the other [AO1]. Ideas are developed superficially and without clear examples to support points made [AO2]. The essay is likely to be one-sided and fails to look at the implications of both systems [AO3]. Communication is clear and coherent using a range of language and expression with some errors [AO4].</p>

Question	Answer	Marks	Guidance
	<p>To agree would mean:</p> <ul style="list-style-type: none"> • Councillors can focus on meeting individual needs of constituents with which they are closely linked • strong local leadership of a committed team with local knowledge • a pure form of democracy would exist that is not diluted as it can be when approached from a National perspective • closer respect for the past and traditions of an area or locality. <p>To disagree would mean:</p> <ul style="list-style-type: none"> • differences in the level of care available in hospitals and GP practices as this would be based on National generated data • changing the political emphasis of a region or area based on local information that may not reflect the national trend • inequality and unfairness in public services (not taking into account endemic needs). 		<p>Level 2 (7–12 marks) Essays are characterised by their lack of clarity in the understanding of the two forms of enforcement (or one may be omitted) [AO1]. Any points made are thinly developed and lack clear exemplification [AO2]. There is little evidence of developing a balanced viewpoint and answers may appear to be assertive and one-sided [AO3]. The essay contains flawed expression and this hampers the ability to make clear unequivocal points [AO4].</p> <p>Level 1 (0–6 marks) Essays in this category are characterised by their brevity, lack of attention to the question rubric and no clear understanding of local politics, policies or their extent [AO1]. There is little attempt to promote a reasoned and coherent argument [AO2/3]. The communication will either be very weak, with many errors or the essay's brevity will restrict the awarding of marks [AO4].</p> <p>Recommended annotation</p> <p>LEP – locally elected politician. L1, 2 etc. – laws. H – health. Ed – education. Env – environment. NP – national policy. Gov – government. F – for this proposal. A – against this proposal.</p>

Question	Answer	Marks	Guidance
7	<p>This question involves:</p> <ul style="list-style-type: none"> • an understanding of league tables and their use • an appreciation of the advantages and disadvantages • the suggestion of an alternative system. <p>Indicative content</p> <p>What are league tables and how do they work? A league table is a chart or list, which compares sports teams, institutions, nations or companies by ranking them in order of ability or achievement. In the United Kingdom, many public-sector industries, including hospitals and schools, compete in league tables. The comparison between institutions is measured statistically using data that is usually collected annually and published in national newspapers.</p> <p>Advantages include:</p> <ul style="list-style-type: none"> • the publication of an annual record of progress • keeping employers and employees on their toes • offering the public choice by way of comparison • making public servants accountable • celebrating hard work, success, and the maintaining of standards. <p>Disadvantages include:</p> <ul style="list-style-type: none"> • national data does not take account of local variations • the content of the League Tables is decided using national criteria referencing • the information being misleading in the sense that poor performance implies human shortcomings rather than lack of resources • the position in the League Table takes priority over the care of people 	30	<p>Level 5 (25–30 marks) Essays show a very good knowledge of league tables and their use in the health and education services [AO1]. This is supported by developed ideas revealing their strengths and weaknesses, focused using examples. The best answers will have a clearly explained and defined alternative [AO2]. In citing advantages and disadvantages there is a sense of balance and discernment that may include strengths as well as weaknesses [AO3]. The essay is communicated very clearly and coherently using a very good range of language and expression [AO4].</p> <p>Level 4 (19–24 marks) Essays show a good knowledge of league tables and their use in the health and education services [AO1]. This is supported by ideas revealing some of their strengths and weaknesses, using examples. Answers can include alternative approaches with some justification [AO2]. In citing advantages and disadvantages there is a sense of balance and that may include strengths as well as weaknesses but lacking the discernment of Level 5 [AO3]. The essay is communicated clearly and coherently using a good range of language and expression with a few errors [AO4].</p> <p>Level 3 (13–18 marks) There is some understanding of league tables though this is superficial and lacking detail [AO1]. Advantages and disadvantages are plainly stated without clear development and examples to justify ideas [AO2]. The inclusion of an alternative is simply stated without clarity and focus; the essay is imbalanced [AO3]. Communication is clear and coherent using a range of language and expression with some errors [AO4].</p>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • pressure on managers to cut corners in order to generate favourable data • the public will only want to choose the best giving the weaker performers no opportunity to improve or prove their worth. <p>Alternatives include:</p> <ul style="list-style-type: none"> • basing performance information solely on the responses and opinions of consumers and users of the service (patients, relatives, parents, and children) • annual self-assessment with moderation conducted by other professionals from similar institutions (managers, head teachers) with no government input. 		<p>Level 2 (7–12 marks) Essays are characterised by their lack of clarity in the understanding of league tables [AO1]. Any points made are thinly developed and lack clear exemplification [AO2]. There is little evidence of developing a balanced viewpoint and answers may appear to be assertive and one-sided [AO3]. The essay contains flawed expression and this hampers the ability to make clear unequivocal points [AO4].</p> <p>Level 1 (0–6 marks) Essays in this category are characterised by their brevity, lack of attention to the question rubric with little understanding of league tables or their efficiency [AO1]. There is little attempt to promote a reasoned and coherent argument [AO2/3]. The communication will either be very weak, with many errors or the essay’s brevity will restrict the awarding of marks [AO4].</p> <p>Recommended annotation</p> <p>LT – reference to league tables. S – success. Eff – efficiency. Ad – advantage. Dv – disadvantage. Alt – alternative.</p>

Question	Answer	Marks	Guidance
8	<p>This question involves:</p> <ul style="list-style-type: none"> • choosing either to discuss racial intolerance or gender inequality • explanation of the causes of tension • identification and explanation of two fair and effective ways to reduce the tension. <p>Indicative content</p> <p>Racial intolerance Intolerance is someone's inability or refusal to accept behaviour, beliefs, or opinions that are different from their own. In this case, a person refuses to accept the ways, traditions, and lifestyle of another ethnic group other than the endemic one of the particular country.</p> <p>Gender inequality Inequality is a situation in which people are not equal because some groups have more opportunities, power, or even money than others. In this case, women are treated differently due to concerns about their commitment, physical capabilities or even their ability to work in a male-dominated environment.</p>	30	<p>Level 5 (25–30 marks) The essay contains very good knowledge of racial intolerance or gender inequality [AO1]. Causes of tension are cited and two ways of tackling the problems are developed and discussed, including examples [AO2]. Ideas are balanced and discerning, commenting on the nature of each source of tension by possibly looking at case studies and examining the extent of each problem and its solutions [AO3]. The essay is communicated very clearly and coherently using a very good range of language and expression [AO4].</p> <p>Level 4 (19–24 marks) The essay contains good knowledge of racial intolerance or gender inequality though not in as much detail as Level 5 [AO1]. Causes of tension are cited and two ways of tackling the problems are included with some discussion and some examples [AO2]. There is an attempt at balance and discernment, possibly looking at case studies and examining the extent of each problem though without great detail [AO3]. The essay is communicated clearly and coherently using a good range of language and expression with a few errors [AO4].</p> <p>Level 3 (13–18 marks) Though there is evidence of knowledge of one of the two sources of tension these are superficial and lacking detailed understanding (one may be stronger than the other) [AO1]. This is further made evident by ways of tackling the issues being presented vaguely and without clear support and development of ideas [AO2]. There is a lack of clear examination of the implications of the ways of tackling the issues and no real evidence of context [AO3]. The essay is communicated well though at times the expression presents uncertainties and ambiguities [AO4].</p>

Question	Answer	Marks	Guidance										
	<p>Ways in which the problems might be tackled include:</p> <table border="1" data-bbox="367 245 1131 1412"> <thead> <tr> <th data-bbox="367 245 745 280">Racial Intolerance</th> <th data-bbox="745 245 1131 280">Gender Inequality</th> </tr> </thead> <tbody> <tr> <td data-bbox="367 280 745 624"> <ul style="list-style-type: none"> as the UK is officially a multicultural society, racial tolerance should form a greater part of the early years curriculum. </td> <td data-bbox="745 280 1131 624"> <ul style="list-style-type: none"> work towards dismantling gender stereotypes of women being more associated with domesticity and therefore not able to compete with men as these skills are not valued highly in the workplace. </td> </tr> <tr> <td data-bbox="367 655 745 932"> <ul style="list-style-type: none"> local area consultations should be organised, including community action groups that represent a wide range of cultural groups as well as the full age range (not just elders). </td> <td data-bbox="745 655 1131 932"> <ul style="list-style-type: none"> promote the significance and contribution that women can make in male dominated jobs such as the building and manufacturing industries. </td> </tr> <tr> <td data-bbox="367 932 745 1208"> <ul style="list-style-type: none"> international examples of good practice can be shared through visits, twinning, and support networks such as unifying people (the English Language) and compromise strategies. </td> <td data-bbox="745 932 1131 1208"> <ul style="list-style-type: none"> modify employment contracts to give men and women equal status in such matters as maternity/paternity leave. </td> </tr> <tr> <td data-bbox="367 1208 745 1412"> <ul style="list-style-type: none"> the law should have more extensive power to punish those who are racially intolerant or abusive. </td> <td data-bbox="745 1208 1131 1412"> <ul style="list-style-type: none"> reducing the assumptions that exist concerning the domestic role of men and women through education. </td> </tr> </tbody> </table>	Racial Intolerance	Gender Inequality	<ul style="list-style-type: none"> as the UK is officially a multicultural society, racial tolerance should form a greater part of the early years curriculum. 	<ul style="list-style-type: none"> work towards dismantling gender stereotypes of women being more associated with domesticity and therefore not able to compete with men as these skills are not valued highly in the workplace. 	<ul style="list-style-type: none"> local area consultations should be organised, including community action groups that represent a wide range of cultural groups as well as the full age range (not just elders). 	<ul style="list-style-type: none"> promote the significance and contribution that women can make in male dominated jobs such as the building and manufacturing industries. 	<ul style="list-style-type: none"> international examples of good practice can be shared through visits, twinning, and support networks such as unifying people (the English Language) and compromise strategies. 	<ul style="list-style-type: none"> modify employment contracts to give men and women equal status in such matters as maternity/paternity leave. 	<ul style="list-style-type: none"> the law should have more extensive power to punish those who are racially intolerant or abusive. 	<ul style="list-style-type: none"> reducing the assumptions that exist concerning the domestic role of men and women through education. 		<p>Level 2 (7–12 marks) Essays are characterised by their lack of clarity in the understanding of the chosen term [AO1]. Any points made are thinly developed and lack clear exemplification [AO2]. There is little evidence of any tangible ideas to explain causes or develop ways to tackle the issues [AO3]. The essay contains flawed expression and this hampers the ability to make clear unequivocal points [AO4].</p> <p>Level 1 (0–6 marks) Essays in this category are characterised by their brevity, lack of attention to the question rubric or any real understanding of either of the terms [AO1]. There is little attempt to promote a reasoned and coherent argument [AO2/3]. The communication will either be very weak, with many errors or the essay's brevity will restrict the awarding of marks [AO4].</p> <p>Recommended annotation</p> <p>RI – reference to racial intolerance. GI – reference to gender inequality. TS – tension source. C1, 2 etc. – causes. W1, 2 etc. – ways in which the tension might be reduced.</p>
Racial Intolerance	Gender Inequality												
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Question	Answer	Marks	Guidance
	A full response to the question would take account of both fairness and effectiveness in discussing strategies that may be employed to deal with either source of tension.		

APPENDIX 1

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 	

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