

General Studies

Advanced Subsidiary GCE

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

Mark Scheme for June 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**Assessment Objectives**

There are four assessment objectives:

AO1 Demonstrate Knowledge and Understanding applied to a range of issues, using skills from different disciplines:

- showing an understanding of the subject being examined by including accurate factual information
- including information from a range of sources, from different subject areas
- displaying confidence and clarity in the presentation of facts.

AO2 Analysis and Evaluation by marshalling evidence and drawing conclusions; select, interpret, evaluate and integrate information, data concepts and opinions:

- developing and supporting ideas with additional information that enhances and clarifies their meaning
- introducing examples that are selected to support the knowledge being presented
- discussing the validity of ideas through analysis and evaluation .

AO3 Understanding Knowledge by demonstrating an understanding of different types of knowledge, appreciating their strengths and limitations:

- extending the range of knowledge beyond that which is commonly accepted
- considering alternative, and perhaps, less popular, attractive or plausible viewpoints and offering a different perspective
- including personal experience that might support or refute the knowledge and ideas that are being presented.

AO4 Communication in a clear and accurate way while being concise, logical and relevant:

- writing with fluency and accuracy taking account for the technical rules of language
- producing a response that engages the reader and transmits its meaning without ambiguity
- using a range of relevant language and terminology that is appropriate to the topic.

Note that in Section A of this paper, marks for communication are allocated and awarded separately. The following table should be used in the allocation of marks. Further information is included with individual questions:

Communication

Where there are **three marks** for Communication, use the following descriptors:

3 marks	A very clear response making a case with facility, using a range of appropriate expression and without technical errors
2 marks	Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.
1 mark	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.
0 marks	This is awarded for no response or when the answer is totally incorrect.

Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content.

Section A: The Cultural Domain

Question	Answer	Marks	Guidance												
1 (a)	<p>Each of the three responses may involve a combination of:</p> <ul style="list-style-type: none"> • an interpretation of the meaning • the development and extension of ideas • a personal context, scenario or relevant example. <p>Example: <i>'To be treated with respect involves the appreciation and understanding of an individual's beliefs and values irrespective of barriers such as culture or age. For example, young people should be afforded the same respect as the elderly – age should not be a barrier.'</i></p>	9	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1301 347 2067 419"> <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>3</td> <td>3</td> <td></td> <td>3</td> <td>9</td> </tr> </tbody> </table> <p>For each one of the 3 choices made: up to 2 marks for the explanation and its development and/or an example.</p> <p>Communication (AO4)</p> <p>3 marks – a very clear response making a case with facility, using a range of appropriate expression and without technical errors</p> <p>2 marks – most of the response is clear though some aspects may remain unclear due to 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> <p>0 marks - this is awarded for no response for when the answer is totally incorrect.</p> <p>[6+3AO4]</p>	Question	AO1	AO2	AO3	AO4	Total	1a	3	3		3	9
Question	AO1	AO2	AO3	AO4	Total										
1a	3	3		3	9										

Question		Answer	Marks	Guidance												
(b)	(i)	<p>Reasons may include the following:</p> <ul style="list-style-type: none"> it is intended for everyone irrespective of their culture it becomes an international agreement it creates an international law or code for everyone to abide by it treats every human being of equal value it enables free movement across the world it promotes equality in entitlement it cannot be taken away. 	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>1bi</td> <td>4</td> <td>2</td> <td></td> <td></td> <td>6</td> </tr> </tbody> </table> <p>Up to 2 marks for each reason and 1 mark for developing the point or for an example.</p> <p>[3+3]</p>	Question	AO1	AO2	AO3	AO4	Total	1bi	4	2			6
Question	AO1	AO2	AO3	AO4	Total											
1bi	4	2			6											
	(ii)	<p>Reasons may include:</p> <ul style="list-style-type: none"> governments and leaders exist who prevent the implementation and growth of Human Rights in order to perpetuate their regime fundamental cultural or religious differences that lead to questions of interpretation the prevalence of human greed, selfishness, and prejudice. 	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>1bii</td> <td>2</td> <td>1</td> <td></td> <td></td> <td>3</td> </tr> </tbody> </table> <p>Up to 2 marks for the reason and 1 mark for developing the reason or for an example.</p> <p>[2+1]</p>	Question	AO1	AO2	AO3	AO4	Total	1bii	2	1			3
Question	AO1	AO2	AO3	AO4	Total											
1bii	2	1			3											

Question	Answer	Marks	Guidance												
(c)	<p>Issues include:</p> <ul style="list-style-type: none"> • the language barrier (I) • a Somalian woman/man mixing with white people (PT) • pressure from a gang: loitering, threats of criminal damage and arson – intolerance (I/PT) • lack of sympathy from the Housing Officer – failure to recognise a special case (I) • the stereotype of ‘foreigners’ taking over houses, benefits, and jobs (PT) • the dilemma of remaining in the house or moving elsewhere to start again. (PT) <p>Solutions include:</p> <ul style="list-style-type: none"> • involve the Police as the resident is being threatened and intimidated (I/PT) • involve other community leaders to act as mediators (PT) • move the resident to another area with a better cultural mix (I/PT) • the need to find more than just finding a place to live (PT) • offering language and cultural support in order to settle into the community more comfortably and with confidence (PT) • modifying Council Housing Policy to accommodate the situation (PT) • retraining Housing Officers to become more tolerant and understanding of diverse cultural issues and needs. (PT) <p>The question demands reference to ‘immediately’ (I) and over a period of time (PT). The possible references to these requirements have been indicated above.</p> <p>A very good answer will be balanced, fair, reasonable, and feasible. It is possible to be awarded high marks for one issue examined thoroughly as well several issues more superficially.</p>	12	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1299 263 2060 343"> <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>7</td> <td>2</td> <td></td> <td>3</td> <td>12</td> </tr> </tbody> </table> <p>Content (AO1/AO2)</p> <p>8–9 marks: a very good answer that outlines issues and solutions clearly, with reasoned points and realistic solutions both immediately and over a period of time.</p> <p>6–7 marks: a good answer that outlines issues and solutions, with some reasoned points and realistic solutions that may be introduced immediately or over a period of time. Some points may be simply listed.</p> <p>3–5 marks: issues and solutions will be stated simply without the support of additional information or reasoned ideas to justify points made. It is likely that one of the requirements is omitted.</p> <p>1–2 marks: an answer at this level will be characterised by their brevity and lack of engagement with the subject. Alternatively, it may consist of a brief, unsupported idea or statement.</p> <p>Communication (AO4)</p> <p>3 marks – a very clear response making a case with facility, using a range of appropriate expression and without technical errors</p> <p>2 marks – most of the response is clear though some aspects may remain unclear due to 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	1c	7	2		3	12
Question	AO1	AO2	AO3	AO4	Total										
1c	7	2		3	12										

Question	Answer	Marks	Guidance
			<p>0 marks - this is awarded for no response or when the answer is totally incorrect.</p> <p>[9+3 AO4]</p> <p>Recommended Annotation</p> <p>IS – issue(s) IM - immediately S– solutions PT – period of time.</p>

Section B: The Cultural Domain

Question	Answer	Marks	Guidance
2	<p>Indicative content</p> <p>The question involves:</p> <ul style="list-style-type: none"> • an understanding of how religion is a part of the UK education system • a discussion of whether it is appropriate for religion to be an integral part of educating young people • the presentation of one positive and one negative view on the subject. <p>Schools in the UK are required to have religious teaching as part of the general school curriculum though schools of a particular religious denomination will emphasise the teaching of their adopted faith.</p> <p>Key arguments <u>for</u> religious belief being part of the UK education system</p> <ul style="list-style-type: none"> • a school would have strong values and a positive ethos. By teaching students about their own faith and identity they can help make them more confident and comfortable in themselves. This can lead to greater community cohesion • religious young people have a right to practise and find out about their religion. This is likely to be easier in a school that is of a specific faith • there is the scope for the teaching of tolerance and understanding of other religions and cultures. It matters less whether a school is faith-based or not; what matters more is how they act and what they teach • students in schools that have a strong religious ethos tend to do better academically. Some people believe that this is because these schools instil a clear sense of morals and values in students, resulting in better behaved pupils and hence are better learning institutions 	30	<p>Level 5 (25–30 marks)</p> <ul style="list-style-type: none"> • a very good understanding of the question and the place of religious beliefs in education [AO1]. • good development of ideas and a range of opinions with a range relevant examples [AO2]. • the extent and limitations of the case issue is made very clear by a balanced examination of opinions that may be based on personal experience [AO3]. • very good communication using a very good range of language and expression [AO4]. <p>Level 4 (19–24 marks)</p> <ul style="list-style-type: none"> • a good understanding of the question and the place of religious beliefs in education [AO1]. • good development of ideas and a range of opinions with relevant examples [AO2]. • the extent and limitations of the case is made clear by a balanced examination of opinions that may be based on personal experience [AO3]. • good communication that is clear and coherent using a good range of language and expression [AO4]. <p>Level 3 (13–18 marks)</p> <ul style="list-style-type: none"> • some understanding of the question and the place of religious beliefs in education [AO1]. • Some development of ideas and opinions with some relevant examples [AO2]. • the extent and limitations of the case are made by some examination of opinions that may be based on personal experience [AO3].

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • in a modern and democratic society parents should have the right to decide where and how their children are educated. Parents should be given the choice whether to educate their child in a faith-based or secular school • if the government supports religion in schools, and encourages 'faith schools' the state has more control over what is being taught and can ensure that violent extremism does not get a foothold in the classroom. On the other hand, the government has less control over what is taught in private schools controlled by a religious group • most state-funded faith schools are Catholic and Church of England. It would be unfair and discriminating not to allow other faiths to have their own schools as well. <p>Key arguments <u>against</u> religious belief being part of the UK education system</p> <ul style="list-style-type: none"> • to support schools in teaching children along religious lines or solely basing education on religious values poses a challenge to the cohesiveness of British society. It is important to teach about our 'common heritage' and universal values • if a school promotes one religion they may be able to choose their pupils in ways that other state schools are not able to. This might mean that they select more middle class families if they have a choice • many schools teach students about selected religions or their own religion (if they are a faith school) and do not focus enough on a wider range of beliefs. This may present problems of racial harmony when beliefs may come into conflict • religion is a private matter and the government, as a public body, should not decide what should be taught • religion should be a personal choice; young people should not be forced to study religious beliefs. They should be allowed to make their own decisions about religion. 		<ul style="list-style-type: none"> • adequate communication with some errors in language and expression [AO4]. <p>Level 2 (7–12 marks)</p> <ul style="list-style-type: none"> • limited understanding of the question and the place of religious beliefs in education. • limited development of ideas and opinions with few relevant examples [AO2]. • there is limited evidence of balanced opinion [AO3]. • limited communication with flawed expression hampering the ability to make points clearly [AO4]. <p>Level 1 (0–6 marks)</p> <ul style="list-style-type: none"> • very limited understanding of the question and the place of religious beliefs in education. • very limited development of ideas and opinions and an absence of examples [AO2]. • very limited or no evidence of balanced opinion [AO3]. • very limited communication with ideas having a lack of clarity [AO4]. <p>Recommended Annotation REL – points about religion. ED – points directed to the position of religion in education. + VP – to indicate a positive viewpoint. - VP – to indicate a negative viewpoint.</p>

Question	Answer	Marks	Guidance
3	<p>Indicative content</p> <p>The question is concerned with:</p> <ul style="list-style-type: none"> • the role of censorship in the media • using two media sources to provide evidence for arguments presented. <p>Some examples of why censorship is required include:</p> <ul style="list-style-type: none"> • monitoring and curtailing the excessive use of abusive and sexually explicit language • maintaining a watershed to protect young people being exposed to unsuitable material • ensuring respect for age sensitivity at all levels • protecting people from blatant forms of discrimination, notably in forms of race and gender • avoiding the unwarranted exposure of human frailties through improper intrusion into personal relationships • promoting acceptable levels of behaviour • protecting national security. <p>In contrast censorship may not be required as it:</p> <ul style="list-style-type: none"> • suppresses the truth about stories and activities that are in the public interest • places undue restraints on the professionalism of journalists and programme makers • prevents the extension of boundaries and techniques to develop new media presentations for a wide audience • may result in the government becoming unaccountable as people cannot freely speak their views. <p>If candidates refer to how effective censorship is to support their ideas this may involve reference to:</p> <ul style="list-style-type: none"> • the implementation of sanctions and bans (and how effective these are) • more active professional censorship by groups of people within the media 	30	<p>Level 5 (25–30 marks)</p> <ul style="list-style-type: none"> • very good knowledge of the role of censorship [AO1]. • very good support with reference to two media sources with clearly developed arguments and examples [AO2]. • in discussing ‘extent’ and the role of censorship there is very good evidence of balanced opinions and breadth of thought that may include reference to the limitations of available knowledge [AO3]. • very good communication using a very good range of language and expression [AO4]. <p>Level 4 (19–24 marks)</p> <ul style="list-style-type: none"> • good knowledge of the role of censorship [AO1]. • ideas are well supported with reference to two media sources with a developed set of arguments and examples [AO2]. • in discussing ‘extent’ and the role of censorship there is good evidence of balanced opinions [AO3]. • good communication using a good range of language and expression [AO4]. <p>Level 3 (13–18 marks)</p> <ul style="list-style-type: none"> • adequate knowledge of the role of censorship [AO1]. • ideas are supported with reference to two media sources though one may be stronger than the other; there are some arguments and examples [AO2]. • in discussing ‘extent’ and the role of censorship there is some evidence of balanced opinions [AO3]. • adequate communication though there may be some errors in language and expression [AO4].

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • individuals and businesses becoming more responsible in their approach to censorship (rather than being motivated by personal gain) • an awareness of censorship becoming an essential element of the school curriculum. <p>Candidates may introduce other ideas that examiners must assess using their professional judgement. Extent involves the consideration of a balanced view of the workings and effectiveness of censorship. In examining its role there should be reference to its point and purpose including a view of the consequences that may arise if there was no censorship.</p> <p>Media sources include:</p> <ul style="list-style-type: none"> • film and television • the written word – poetry, books, magazines and newspapers • sound recordings • the internet – all kinds of websites • still photography • fine art – paintings, drawings and sculpture. 		<p>Level 2 (7–12 marks)</p> <ul style="list-style-type: none"> • limited understanding of the role of censorship [AO1]. • ideas are supported with limited reference to a media source(s); there are few relevant arguments and examples [AO2]. • in discussing ‘extent’ and the role of censorship there is little evidence of balance and some assertion [AO3]. • limited communication with flawed expression hampering the ability to make points clearly [AO4]. <p>Level 1 (0–6 marks)</p> <ul style="list-style-type: none"> • very limited knowledge of the role of censorship [AO1]. • very limited support with reference to two media sources though one may be stronger than the other; there are some arguments and examples [AO2]. • very limited or evidence of balanced opinions [AO3]. • very limited communication with ideas having a lack of clarity [AO4]. <p>Recommended Annotation M1,M2 – media sources. C+ – censorship is required. C- – censorship is not required. Eff – effectiveness.</p>

Question	Answer	Marks	Guidance
4	<p>Indicative content</p> <p>The question involves:</p> <ul style="list-style-type: none"> • selecting an artist with whom the candidate is familiar • discussing ways in which the artist's style develops and changes • providing examples to support the ideas presented. <p>What is an artist's style?</p> <p>Arts are creative expression. Humans need a creative outlet. Painting, sculpting, composing, singing, dancing, writing, are all expressions of thought. Artists can have unique and individual styles as well as clear links with other artists from whom they have gained experience as a student or an admirer. It will be made up of identifiable traits and features that become associated with the individual, fashion, and era.</p> <p>An artist's style might be described as:</p> <ul style="list-style-type: none"> • inspirational • patriotic • ground-breaking • escapist • extravagant • confusing • elitist • mysterious. <p>These features may, or may not, be regarded as important or possibly interconnected.</p> <p>How does an artist's style develop?</p> <ul style="list-style-type: none"> • the influence of new ideas • the process of age and experience • the interaction with other artists • changes in fashion and levels of acceptability • political and social change. 	30	<p>Level 5 (25–30 marks)</p> <ul style="list-style-type: none"> • very good knowledge of the artist and art form [AO1]. • very good examples and informed discussion of how the style develops [AO2]. • very good understanding with discernment and a critical edge through examining the strength of examples and the effect of changes [AO3]. • very good communication using a very good range of language and expression [AO4]. <p>Level 4 (19–24 marks)</p> <ul style="list-style-type: none"> • good knowledge about the artist and the art form [AO1]. • good supporting information with good examples and discussion on development and change [AO2]. • good evidence of critical assessment of the ways of development and change [AO3] • good communication using a good range of language and expression [AO4]. <p>Level 3 (13–18 marks)</p> <ul style="list-style-type: none"> • some knowledge of an artist and an art form with some lack of clarity about the person and style [AO1]. • some examples used but not clearly developed to support ideas [AO2]. • partial success in considering development, change, and effect [AO3]. • adequate communication though there may be some errors in language and expression [AO4].

Question	Answer	Marks	Guidance
			<p>Level 2 (7–12 marks)</p> <ul style="list-style-type: none"> • limited knowledge of an artist and an art form with a lack of clarity about the person and style [AO1]. • limited examples used but not clearly developed to support ideas [AO2]. • limited success in considering development, change, and effect [AO3]. • limited communication with flawed expression hampering the ability to make points clearly [AO4]. <p>Level 1 (0–6 marks)</p> <ul style="list-style-type: none"> • very limited knowledge of an artist and an art form [AO1]. • very limited, if any, examples to support ideas [AO2]. • very limited or no success in considering development, change, and effect [AO3]. • very limited communication with ideas having a lack of clarity [AO4]. <p>Recommended Annotation ART – artist. AF – art form. W1, W2 etc – ways of change. R1, R2 etc – reasons for change. SD – development of style.</p>

Section C: The Social Domain

Question		Answer	Marks	Guidance												
5	(a) (i)	<p>Society will lose some dignity as a group of people (the elderly) is being singled out and treated unfairly compared to others. They are regarded as having a lower status, or even inferior character, to younger people. As a result, everyone loses out through the elderly's experience being lost.</p> <p>This reflects badly on society as a whole and suggests a split between the young and the old. The young may patronise the old, resent this and create tension and friction.</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>5ai</td> <td>1</td> <td>1</td> <td></td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>1 mark for the explanation and 1 mark for developing the point or for an example. 1 mark for clarity of communication.</p> <p>[2+1 AO4]</p>	Question	AO1	AO2	AO3	AO4	Total	5ai	1	1		1	3
Question	AO1	AO2	AO3	AO4	Total											
5ai	1	1		1	3											
	(ii)	<p>'Huge' suggests a significant change. 'Revolution' suggests a complete and necessary change that is radical and significant. A 'demographic revolution' occurs when the age profile of society changes – from high birth rates to low birth rates, or, in the case of the elderly, increasing longevity due to improvements in healthcare and nutrition.</p> <p>This may mean a population change in the country. The elderly will bring their skills, energy and experience into society.</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>5aii</td> <td>1</td> <td>1</td> <td></td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>1 mark for the explanation and 1 mark for developing the point or for an example. 1 mark for clarity of communication.</p> <p>[2+1 AO4]</p>	Question	AO1	AO2	AO3	AO4	Total	5aii	1	1		1	3
Question	AO1	AO2	AO3	AO4	Total											
5aii	1	1		1	3											
	(b) (i)	<p>Reasons include:</p> <ul style="list-style-type: none"> increasing the breadth and depth of work experience ensuring that skills are passed on from generation to generation a larger workforce working for a longer period the economy benefiting indirectly as the workforce will be better off through a longer earning period. 	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>5bi</td> <td>2</td> <td></td> <td></td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>The reason [R] can be awarded up to 2 marks. 1 mark for clarity of communication.</p> <p>[2+1 AO4]</p>	Question	AO1	AO2	AO3	AO4	Total	5bi	2			1	3
Question	AO1	AO2	AO3	AO4	Total											
5bi	2			1	3											

Question	Answer	Marks	Guidance												
(ii)	<p>Ways include:</p> <ul style="list-style-type: none"> • working seasonally or on a contract basis so as not to have the constraints of a full time job • working part time hours • attending work for a shorter week • working from home • having extended periods of time off (eg winter) • ensuring that older workers have appropriate status in the workforce • changes in job specification to match the physical changes of the elderly. 	6	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 272 2051 344"> <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>4</td> <td>2</td> <td></td> <td></td> <td>6</td> </tr> </tbody> </table> <p>Up to 2 marks for each way [W1,W2] and 1 mark for development or an example [D,eg].</p> <p>[3+3]</p>	Question	AO1	AO2	AO3	AO4	Total	5bii	4	2			6
Question	AO1	AO2	AO3	AO4	Total										
5bii	4	2			6										
(c)	<p>The event or activity may include reference to:</p> <ul style="list-style-type: none"> • the idea of 'life-long' and 'updating' • a two-way process: retired workers update their skills but pass on their experience • how each group can support each other • examples of topics for updating: ICT, foreign languages • examples of topics to pass on: traditional crafts and skills, dealing with the unexpected • an opportunity for younger people to be participants or instructors. <p>Candidates may choose to answer in any stated context.</p>	15	<p>Assessment Objective Balance</p> <table border="1" data-bbox="1279 715 2051 786"> <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>8</td> <td>4</td> <td></td> <td>3</td> <td>15</td> </tr> </tbody> </table> <p>Content (AO1/AO2)</p> <p>10–12 marks: a very good answer that includes a clear outline of the event or activity content and two topics that are clearly defined and relevant.</p> <p>7–9 marks: a good answer that includes that includes some outline of the event or activity's content and though not fully developed.</p> <p>4–6 marks: a limited answer consisting of an overview of the event or activity with brief reference to possible content and no detail.</p> <p>1–3 marks: a very limited answer that is brief and/or lacks engagement with the subject. A single idea is stated and not supported.</p>	Question	AO1	AO2	AO3	AO4	Total	5c	8	4		3	15
Question	AO1	AO2	AO3	AO4	Total										
5c	8	4		3	15										

Question	Answer	Marks	Guidance
			<p>Communication (AO4)</p> <p>3 marks – a very clear response making a case with facility, using a range of appropriate expression and without technical errors</p> <p>2 marks – most of the response is clear though some aspects may remain unclear due to 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> <p>0 marks - this is awarded for no response or when the answer is totally incorrect.</p> <p>[12+3 AO4].</p>

Section D: The Social Domain

Question	Answer	Marks	Guidance
6	<p>Indicative content</p> <p>The question is concerned with:</p> <ul style="list-style-type: none"> the government's confrontation with policy (their own or a previous government) and the electorate the compromises that the government has to make (whether they want to or not). <p>Confrontation arises throughout the life of any government and the occurrence is both unwelcome and unpredictable. Every government wants their programme to progress smoothly but they are ultimately answerable to the electorate and this can involve the confrontation of individuals, groups and the whole nation. Political leaders confront each other in the Houses of Parliament as they attempt to secure support for their ideas.</p> <p>Compromise is reached to a varying extent by a government as it tries to execute its plans whilst at the same time pleasing the electorate. This may ensure that it stays in office for a further term.</p> <p>Examples of areas that may be used to illustrate the words are:</p> <p>Example 1: <i>Sending armed forces into other countries</i> Confrontation because:</p> <ul style="list-style-type: none"> lives are lost, notably of young people most countries pose no immediate threat to the UK the cost of an expeditionary force is astronomical at a time of economic constraint. 	30	<p>Level 5 (25–30 marks)</p> <ul style="list-style-type: none"> very good and detailed understanding of both confrontation and compromise [AO1] a very good range of examples that clearly illustrated the points made [AO2] very good consideration of the two words examining their effect on and extent in the process of government and the effect of its action on the population [AO3] very good communication using a very wide range of language and expression [AO4]. <p>Level 4 (19–24 marks)</p> <ul style="list-style-type: none"> good understanding of both confrontation and compromise [AO1] a good range of examples that clearly illustrated the points made [AO2] good consideration of the two words examining their effect on and extent in the process of government and the effect of its action on the population [AO3] good communication using a good range of language and expression [AO4]. <p>Level 3 (13–18 marks)</p> <ul style="list-style-type: none"> some understanding of both confrontation and compromise [AO1] some examples that illustrate the points made [AO2] some consideration of the two words examining their effect on and extent in the process of government and the effect of its action on the population [AO3] adequate communication with some errors in language and expression [AO4].

Question	Answer	Marks	Guidance
	<p>Compromise reached by:</p> <ul style="list-style-type: none"> • shrinking the size of the armed forces and abandoning expeditionary campaigns • injecting more energy into non-combative, diplomatic solutions • offering training and support to other countries rather than hardware and personnel. <p>Example 2 Charging for prescriptions</p> <p>Confrontation because:</p> <ul style="list-style-type: none"> • NHS was formed to provide free healthcare for all • the countries of the UK have different views on charging • some prescriptions are cheaper to buy ‘over the counter.’ <p>Compromise reached by:</p> <ul style="list-style-type: none"> • abandoning the charges completely and deflecting the cost to other areas of taxation • reducing the amount payable but making this a charge ‘across the board’ as opposed to means-tested charges • make all prescriptions chargeable at their cost price to encourage less waste. <p>Example 3 Increasing student tuition fees</p> <p>Confrontation because:</p> <ul style="list-style-type: none"> • education is supposed to be ‘free’ • there is no proper quality control to indicate value for money • the charge will prohibit many poorer students from entering Higher Education despite their potential. 		<p>Level 2 (7–12 marks)</p> <ul style="list-style-type: none"> • limited understanding of both confrontation and compromise [AO1]. • limited examples that partially illustrate the points made [AO2]. • limited consideration of the two words in respect of the government and the population [AO3]. • limited communication with flawed expression hampering the ability to make points clearly [AO4]. <p>Level 1 (0–6 marks)</p> <ul style="list-style-type: none"> • very limited understanding of both confrontation and compromise [AO1]. • very limited examples that fail to illustrate the points made [AO2]. • very limited or no consideration of the two words in respect of the government and the population [AO3]. • very limited communication with ideas having a lack of clarity [AO4]. <p>Recommended Annotation CN – confrontation. CP – compromise. GP – government policy.</p>

Question	Answer	Marks	Guidance
	<p>Compromise reached by:</p> <ul style="list-style-type: none">• returning to free tuition but at the expense of some institutions and courses• introduce the Graduate Tax – learn now, pay later• introduce more vocationally linked courses where students can support their studies by working both academically and as an employee to pay their fees.		

Question	Answer	Marks	Guidance
7	<p>Indicative content</p> <p>The question is concerned with:</p> <ul style="list-style-type: none"> • outlining what is meant by ‘a healthy work-life balance’ • suggesting one advantage and one disadvantage for society by promoting such a balance. <p>What is ‘a healthy work-life balance?’</p> <p>‘Work–life balance is a broad concept including prioritizing between "work" (career and ambition) and "life" (health, pleasure, leisure, family and spiritual development) on the other.’ www.wikipedia.com</p> <p>‘Work-life balance is effectively managing the juggling act between paid work and other activities that are important to us – including spending time with family, taking part in sport and recreation, volunteering or undertaking further study. Research suggests that improving the balance between our working lives and our lives outside work can bring real benefits for employers and employees. It can help build strong communities and productive businesses.’ – Department of Labour NZ.</p> <p>A healthy work-life balance occurs when:</p> <ul style="list-style-type: none"> • working hours are reduced and/or more flexible • during a weekly schedule, time is built in for relaxation • exercise and recreation with friends and family becomes an important part of a weekly schedule • jobs are design with more attention to personal satisfaction. <p>Advantages to society may include:</p> <ul style="list-style-type: none"> • a happier workforce • a workforce that may commit to extending their working life 	30	<p>Level 5 (25–30 marks)</p> <ul style="list-style-type: none"> • very good understanding and definition of a healthy work-life balance [AO1]. • very good ideas that are fully developed with examples of both an advantage and disadvantage [AO2]. • very good discussion that is wide and balanced, looking at the issue from different perspectives in reaching conclusions [AO3]. • very good communication using a very wide range of language and expression [AO4]. <p>Level 4 (19–24 marks)</p> <ul style="list-style-type: none"> • good understanding and definition of a healthy work-life balance [AO1]. • good ideas that are developed with examples of ways of supporting this ideal with examples of both an advantage and disadvantage [AO2]. • a good discussion that is balanced, looking at the issue from different perspectives in reaching conclusions about success [AO3]. • good communication using a good range of language and expression [AO4]. <p>Level 3 (13–18 marks)</p> <ul style="list-style-type: none"> • some understanding of a healthy work-life balance [AO1]. • some ideas that are developed with some examples of ways of supporting this ideal though the advantage and disadvantage may not be explored in detail [AO2]. • an adequate discussion with some balance [AO3]. • adequate communication with some errors in language and expression [AO4].

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • greater productivity leading to a more prosperous country • positive links between work and family • less stress on relationships • improved health (less pressure on health services) and less absenteeism • better relationships between employer and employee. <p>Disadvantages to society may include:</p> <ul style="list-style-type: none"> • a lack of commitment by the workforce, particularly when urgent situations require an additional work commitment • a change in emphasis in the economy • more people carry on working later in their life and therefore less jobs are available for the young • spending more time at home creating new financial pressures for a family. 		<p>Level 2 (7–12 marks)</p> <ul style="list-style-type: none"> • limited understanding of a healthy work-life balance [AO1]. • limited ideas with limited development that may be the discussion of either an advantage or a disadvantage. Few examples are given [AO2]. • limited discussion with a lack of balance [AO3]. • limited communication with flawed expression hampering the ability to make points clearly [AO4]. <p>Level 1 (0–6 marks)</p> <ul style="list-style-type: none"> • very limited understanding of a healthy work-life balance [AO1]. • very limited ideas with no real reference to the question, and few, if any, examples [AO2]. • very limited discussion that has no balance [AO3]. • very limited communication with ideas having a lack of clarity [AO4]. <p>Recommended Annotation WLB – points relating to its definition. Adv – advantage. Dis – disadvantage. Soc – society.</p>

Question	Answer	Marks	Guidance
8	<p>Indicative content</p> <p>The question involves:</p> <ul style="list-style-type: none"> • a discussion of the role of two voluntary organisations • revealing information about the contribution of organisations • some reference to their aims, membership and key activities that may be a source on tension or harmony in society. <p>Here is a list of organisations that may be used by candidates; examiners should accept any reference to a voluntary organisation that is run by volunteers and independent of the government:</p> <ul style="list-style-type: none"> • NSPCC • RSPCA • Greenpeace • Friends of the Earth • The National Trust • Unicef • Oxfam • The Samaritans • Cancer Research UK. <p>Common choices are likely reflect an interest in:</p> <ul style="list-style-type: none"> • humanitarian matters • the environment • abuse and cruelty • medical research. <p>Locally based organisations may be used, for example, friends and volunteers involved a local hospital or hospice.</p>	30	<p>Level 5 (25–30 marks)</p> <ul style="list-style-type: none"> • very good knowledge of two voluntary organisations [AO1]. • very good support with well-developed ideas and examples of their work to support points [AO2]. • very good balance and examination of the limitations and extent of influence of each organisation [AO3]. • very good communication using a very wide range of language and expression [AO4]. <p>Level 4 (19–24 marks)</p> <ul style="list-style-type: none"> • good knowledge of two voluntary organisations [AO1]. • good support with developed ideas and examples of their work to support points [AO2]. • good balance and examination of the limitations and extent of influence of each organisation [AO3]. • good communication using a good range of language and expression [AO4]. <p>Level 3 (13–18 marks)</p> <ul style="list-style-type: none"> • some knowledge of two voluntary organisations [AO1]. • some support with ideas and examples of their work to support points [AO2]. • some balance and examination of the limitations and extent of influence of each organisation [AO3]. • adequate communication with some errors in language and expression [AO4]. <p>Level 2 (7–12 marks)</p> <ul style="list-style-type: none"> • limited knowledge of two voluntary organisations (one may be stronger than the other) [AO1]. • limited support with under-developed ideas and examples of their work [AO2].

Question	Answer	Marks	Guidance
	<p>Sources of tension may include:</p> <ul style="list-style-type: none"> • conflict with government policy, for example the hunting ban, development of green field sites • differences in ideologies, for example religious beliefs, moral codes, accepted ethics in society • breaking the law in pursuit of aims, for example the action of extremists within an organisation in making their point public • restrictions to fund raising activities, for example taxation • people's perception of the organisation, for example criticism of high administrative costs. <p>Sources of harmony may include:</p> <ul style="list-style-type: none"> • helping people to overcome a tragedy • helping the less fortunate through selfless volunteering • opening people's eyes to the tragedies and difficulties of others who are less fortunate and enlisting the support • observing the political and social differences that exist in the world and bringing people together • delivering a better public service by supplementing existing structures • providing an education service that will make society aware of the problems that exist around them. <p>It is important to remember the benefits experienced by the volunteers themselves in the course of their work. This too has a beneficial effect on society as a whole, albeit indirectly.</p>		<ul style="list-style-type: none"> • limited discussion with a lack of balance [AO3]. • limited communication with flawed expression hampering the ability to make points clearly [AO4]. <p>Level 1 (0–6 marks)</p> <ul style="list-style-type: none"> • very limited knowledge of two voluntary organisations [AO1]. • very limited support with a lack of support and examples [AO2]. • very limited, if any, discussion of issues [AO3]. • very limited communication with ideas having a lack of clarity [AO4]. <p>Recommended Annotation VO1,2 – voluntary organisations. GC – good cause. T – source of tension. H – source of harmony.</p>

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**Assessment Objective Balance**

AO1	AO2	AO3	AO4
8	10	6	6

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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