

# General Studies

Advanced GCE

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

## **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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## 1. Annotations

| Annotation  | Meaning                |
|---|------------------------|
|    | Positive               |
|    | Negative               |
|    | 0 marks for A04        |
|    | 1 mark for A04         |
|    | 2 marks for A04        |
|    | 3 marks for A04        |
|    | 4 marks for A04        |
|    | Incorrect              |
|    | Development            |
|    | Example / reference    |
|    | Evaluation             |
|  | Loss of focus          |
|  | Not answered question  |
|  | Point worthy of credit |

**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.

## 2. Subject Specific Marking Instructions

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

### Communication

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





|                |   |
|----------------|---|
| <b>4 marks</b> | A very clear response making a case with facility, using a range of appropriate expression and without technical errors                         |
| <b>3 marks</b> | A clear response that makes the case clearly using good expression and the minimum of errors.   |
| <b>2 marks</b> | Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding. |
| <b>1 mark</b>  | The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.                  |
| <b>0 marks</b> | This is awarded for no response or when the answer is totally incorrect.  |

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

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

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

|                |  |
|----------------|--|
| <b>2 marks</b> | A clear response that communicates ideas succinctly and without technical errors.                |
| <b>1 mark</b>  | A response that shows a basic understanding but may contain some ambiguity and technical errors. |
| <b>0 marks</b> | This is awarded for no response or when the answer is totally incorrect.                         |



| Question | Answer  | Marks | Guidance  |          |       |     |     |     |       |   |   |   |   |   |    |
|----------|---|-------|---|----------|-------|-----|-----|-----|-------|---|---|---|---|---|----|
| 1        | <p><b>This question involves</b></p> <ul style="list-style-type: none"> <li>identifying social consequences of possible developments in medicine, energy supply or warfare answers given should clearly relate to the social domain.</li> </ul> <p><b>Indicative content</b></p> <p><b>Obesity</b></p> <p><b>+ve</b></p> <ul style="list-style-type: none"> <li>associated medical conditions – heart disease, diabetes, hypertension, stroke – become fewer</li> <li>reduced burden on NHS leading to money being available for other treatments leads to life expectancy increases.</li> </ul> <p><b>-ve</b></p> <ul style="list-style-type: none"> <li>costs to NHS may outweigh the savings</li> <li>people take less care of themselves in these areas because the consequences can be avoided</li> <li>the development of a “black market” if supplies are limited</li> <li>the challenges of a new lifestyle for the obese.</li> </ul> <p><b>Oil</b></p> <p><b>+ve</b></p> <ul style="list-style-type: none"> <li>greater research effort into alternative energy sources</li> <li>lessened air pollution as e.g. car usage decreases</li> <li>environmental benefits such as preservation of countryside through cleaner energy.</li> </ul> | 10    | <p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1310 295 2085 363"> <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>1</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p><b>Annotation</b></p> <p> for positive consequence</p> <p> for negative consequence</p> <p> for a development of a point</p> <p> for an example used in developing a point</p> <p>Add the appropriate AO4 annotation from the annotations table.</p> <p><b>Content (AO1/AO2):</b></p> <p><b>7–8 marks</b><br/>A very good outline of one positive and one negative social consequence.</p> <p><b>5–6 marks</b><br/>A good outline of one positive and one negative social consequence.</p> <p><b>3-4 marks</b><br/>An adequate outline of one positive and one negative social consequence.</p> | Question | AO1   | AO2 | AO3 | AO4 | Total | 1 | 2 | 6 | 0 | 2 | 10 |
| Question | AO1   | AO2   | AO3   | AO4      | Total |     |     |     |       |   |   |   |   |   |    |
| 1        | 2   | 6     | 0   | 2        | 10    |     |     |     |       |   |   |   |   |   |    |

| Question | Answer  | Marks | Guidance   |         |   |        |  |         |  |
|----------|---|-------|--|---------|---|--------|--|---------|--|
|          | <p><b>-ve</b></p> <ul style="list-style-type: none"> <li>• risk of war for control over diminishing resources</li> <li>• petrol/oil rationing/prioritisation could lead to social unrest/black marketeering</li> <li>• dramatic drop in western standard of living</li> <li>• possible increase in cost of new fuels</li> <li>• shortage of by-products from oil.</li> </ul> <p><b>Military aircraft</b></p> <p><b>+ve</b></p> <ul style="list-style-type: none"> <li>• fewer deaths in war</li> <li>• lessened collateral damage due to human error</li> <li>• peaceful search and find possibilities.</li> </ul> <p><b>-ve</b></p> <ul style="list-style-type: none"> <li>• mechanical warfare more liable to be prolonged</li> <li>• a deadly weapon of terrorism if such weapons fall into the wrong hands</li> <li>• collateral damage</li> <li>• the risk of accidents caused by malfunction</li> <li>• depends on the availability of intelligence information which is fallible because generated by human agents.</li> </ul> |       | <p><b>1-2 marks</b><br/>A limited outline of one positive and one negative social consequence.</p> <p>An answer dealing with only <b>positive</b> or only <b>negative</b> consequences may receive a maximum of <b>FOUR</b> marks.</p> <p><b>Communication (AO4)</b></p> <p>Where there are <b>two marks</b> for Communication, use the following descriptors and annotations on pages 1, 4 and 5:</p> <table border="1" data-bbox="1310 632 2040 975"> <tbody> <tr> <td data-bbox="1310 632 1458 735">2 marks</td> <td data-bbox="1458 632 2040 735">A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td data-bbox="1310 735 1458 871">1 mark</td> <td data-bbox="1458 735 2040 871">A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td data-bbox="1310 871 1458 975">0 marks</td> <td data-bbox="1458 871 2040 975">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </tbody> </table> <p>The mark for AO4 must not exceed the mark for content.</p> <p><b>8 + 2 AO4 = 10</b></p> | 2 marks | A clear response that communicates ideas succinctly and without technical errors. | 1 mark | A response that shows a basic understanding but may contain some ambiguity and technical errors. | 0 marks | This is awarded for no response or when the answer is totally incorrect. |
| 2 marks  | A clear response that communicates ideas succinctly and without technical errors.   |       |  |         |   |        |  |         |  |
| 1 mark   | A response that shows a basic understanding but may contain some ambiguity and technical errors.  |       |  |         |   |        |  |         |  |
| 0 marks  | This is awarded for no response or when the answer is totally incorrect.  |       |  |         |   |        |  |         |  |



| Question | Answer  | Marks | Guidance  |          |       |     |     |     |       |   |   |   |   |   |    |
|----------|---|-------|---|----------|-------|-----|-----|-----|-------|---|---|---|---|---|----|
| 2        | <p><b>This question involves:</b></p> <ul style="list-style-type: none"> <li>identifying the priorities of the newspaper industry, specifically the balance between accurate and fair journalism and the necessity for newspapers to make money.</li> </ul> <p><b>Indicative content</b></p> <p>The cartoon may suggest that:</p> <ul style="list-style-type: none"> <li>journalists receive training and briefing about what they can write from a senior figure (possibly suggested by the speaker being on a podium)</li> <li>news is not a top priority</li> <li>selling newspapers is the first priority (profit or survival)</li> <li>attracting advertisers is the second priority</li> <li>some disagree with this approach and do things their own way</li> <li>the journalist walking away could imply that some feel that news is the most important priority</li> <li>“who, what, where, when, why, how” indicates key areas of reporting but these are not a priority</li> <li>newspapers are also businesses with a duty to their shareholders to maximise profit</li> <li>newspapers cannot continue to publish without the support of advertising revenue.</li> </ul> | 10    | <p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1308 325 2085 397"> <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>2</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p><b>Annotation</b></p> <p>√ for a point worthy of credit</p> <p><b>D-V</b> for a development of a point</p> <p><b>E-G</b> for an example used in developing a point</p> <p>Add the appropriate AO4 annotation from the annotations table.</p> <p><b>Content (AO1/AO2):</b></p> <p><b>7–8 marks</b><br/>A well-developed outline showing a very good understanding of the cartoon in terms of the priorities of the newspaper industry.</p> <p><b>5-6 marks</b><br/>A developed outline showing a good understanding of the cartoon in terms of the priorities of the newspaper industry.</p> <p><b>3-4 marks</b><br/>An adequate outline showing some understanding of the cartoon in terms of the priorities of the newspaper industry.</p> | Question | AO1   | AO2 | AO3 | AO4 | Total | 2 | 2 | 6 | 0 | 2 | 10 |
| Question | AO1   | AO2   | AO3   | AO4      | Total |     |     |     |       |   |   |   |   |   |    |
| 2        | 2   | 6     | 0   | 2        | 10    |     |     |     |       |   |   |   |   |   |    |

| Question | Answer   | Marks | Guidance   |         |   |        |  |         |  |
|----------|--|-------|--|---------|---|--------|--|---------|--|
|          |  |       | <p><b>1-2 marks</b><br/>An outline showing a limited understanding of the cartoon in terms of the priorities of the newspaper industry.</p> <p><b>Communication (AO4)</b></p> <p>Where there are <b>two marks</b> for Communication, use the following descriptors and annotations on pages 1, 4 and 5:</p> <table border="1" data-bbox="1310 531 2040 874"> <tbody> <tr> <td data-bbox="1310 531 1458 635">2 marks</td> <td data-bbox="1458 531 2040 635">A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td data-bbox="1310 635 1458 770">1 mark</td> <td data-bbox="1458 635 2040 770">A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td data-bbox="1310 770 1458 874">0 marks</td> <td data-bbox="1458 770 2040 874">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </tbody> </table> <p>The mark for AO4 must not exceed the mark for content.</p> | 2 marks | A clear response that communicates ideas succinctly and without technical errors. | 1 mark | A response that shows a basic understanding but may contain some ambiguity and technical errors. | 0 marks | This is awarded for no response or when the answer is totally incorrect. |
| 2 marks  | A clear response that communicates ideas succinctly and without technical errors.                |       |  |         |   |        |  |         |  |
| 1 mark   | A response that shows a basic understanding but may contain some ambiguity and technical errors. |       |  |         |   |        |  |         |  |
| 0 marks  | This is awarded for no response or when the answer is totally incorrect.                         |       |  |         |   |        |  |         |  |

| Question | Answer   | Marks | Guidance   |          |       |     |     |     |       |   |   |   |   |   |    |
|----------|--|-------|--|----------|-------|-----|-----|-----|-------|---|---|---|---|---|----|
| 3        | <p><b>This question involves:</b></p> <ul style="list-style-type: none"> <li>identifying common logical fallacies and explaining why they are fallacious</li> <li>use or misuse of technical terms to identify fallacies will neither gain nor lose marks.</li> </ul> <p><b>Indicative content</b></p> <p><b>Fallacy 1:</b><br/> <b>In order to reduce criminal violence it is essential that corporal punishment be re-introduced in schools, young offenders' institutions and prisons.</b></p> <p><i>Begging the question/assuming the answer:</i> this statement cites no evidence that corporal punishment reduced criminal violence when it was used.</p> <p><b>Fallacy 2:</b><br/> <b>The rise in the murder rate in the United Kingdom since capital punishment was abolished proves that we should also consider restoring the death penalty.</b></p> <p><i>Post hoc ergo propter hoc:</i> a rise in the murder rate which coincided with the abolition of the death penalty does not establish a causative link between latter and former.</p> <p><b>Fallacy 3:</b><br/> <b>No fewer than 80,000 people signed an e-petition demanding this in the first twelve hours of the website's being posted.</b></p> <p><i>Argumentum ad populum:</i> the fact that 80.000 people agree with a policy is only an endorsement. It is not a secure argument in its favour.</p> | 10    | <p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1310 295 2085 363"> <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>3</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p><b>Annotation</b></p> <p>√ for a point worthy of credit</p> <p> for a development of a point</p> <p> for an example used in developing a point</p> <p>Add the appropriate AO4 annotation from the annotations table.</p> <p><b>Content (AO1/AO2):</b><br/> Award up to <b>four</b> marks for <b>each</b> of the <b>two</b> fallacies identified.</p> <p><b>4</b> a logical fallacy is identified precisely and there is a very good outline of reasons.</p> <p><b>3</b> a logical fallacy is identified clearly and there is a good outline of reasons.</p> <p><b>2</b> a logical fallacy is identified and there is an adequate outline of reasons.</p> <p><b>1</b> a logical fallacy is identified and there is a limited outline of reasons.</p> <p><b>Communication (AO4)</b></p> <p>Where there are <b>two marks</b> for Communication, use the following descriptors and annotations on page 1, 4 and 9:</p> | Question | AO1   | AO2 | AO3 | AO4 | Total | 3 | 2 | 6 | 0 | 2 | 10 |
| Question | AO1  | AO2   | AO3  | AO4      | Total |     |     |     |       |   |   |   |   |   |    |
| 3        | 2  | 6     | 0  | 2        | 10    |     |     |     |       |   |   |   |   |   |    |

| Question | Answer   | Marks | Guidance  |         |   |        |  |         |  |
|----------|--|-------|---|---------|---|--------|--|---------|--|
|          |  |       | <table border="1" data-bbox="1310 260 2040 603"> <tr> <td data-bbox="1310 260 1458 363">2 marks</td> <td data-bbox="1458 260 2040 363">A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td data-bbox="1310 363 1458 499">1 mark</td> <td data-bbox="1458 363 2040 499">A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td data-bbox="1310 499 1458 603">0 marks</td> <td data-bbox="1458 499 2040 603">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p data-bbox="1310 632 2040 659">The mark for AO4 must not exceed the mark for content.</p> <p data-bbox="1310 687 1547 715"><b>[4x2] +2AO4 = 10</b></p> <p data-bbox="1310 743 2007 847"><b>NB: Candidates who have received little or no teaching in this area of the specification are liable to misunderstand this question.</b></p> <p data-bbox="1310 882 2011 986"><b>Instead of focusing on the logical fallacies, answers may argue the propositions in an attempt to show their falsity.</b></p> <p data-bbox="1310 1021 2007 1220"><b>In marking this question examiners should credit such arguments if they challenge the basis on which they are proposed on logical as opposed to asserted or opinionated grounds. In other words exercise the benefit of doubt to those candidates who do not know what a logical fallacy is.</b></p> | 2 marks | A clear response that communicates ideas succinctly and without technical errors. | 1 mark | A response that shows a basic understanding but may contain some ambiguity and technical errors. | 0 marks | This is awarded for no response or when the answer is totally incorrect. |
| 2 marks  | A clear response that communicates ideas succinctly and without technical errors.                |       |   |         |   |        |  |         |  |
| 1 mark   | A response that shows a basic understanding but may contain some ambiguity and technical errors. |       |   |         |   |        |  |         |  |
| 0 marks  | This is awarded for no response or when the answer is totally incorrect.                         |       |   |         |   |        |  |         |  |

| Question | Answer   | Marks | Guidance  |     |       |  |  |  |          |     |     |     |     |       |   |   |   |   |   |    |
|----------|--|-------|---|-----|-------|--|--|--|----------|-----|-----|-----|-----|-------|---|---|---|---|---|----|
| 4        | <p><b>This question involves:</b></p> <ul style="list-style-type: none"> <li>evaluating the actions of Aaron Barschak</li> <li>evaluating the opinions expressed by Aaron Barschak.</li> </ul> <p><b>Indicative content</b></p> <p><b>Aaron Barschak's actions include:</b></p> <ul style="list-style-type: none"> <li>disrupting the lecture and intruding on a public event: modern notions of performance art see this kind of action as the making of legitimate art</li> <li>in defacing the Chapman brothers' piece Mr Barschak imitated their technique to produce an art work of his own</li> <li>the Chapman brothers used reproductions of Goya's etching for their work, and Mr Barschak defaced one of these with splashes of paint</li> <li>he assaulted the Chapman brothers</li> <li>his action is one of criminal damage even if the Chapman brothers' original was worthless artistically.</li> </ul> <p><b>Aaron Barchak's opinions include:</b></p> <ul style="list-style-type: none"> <li>the work of the Chapman brothers is worthless and should be treated with contempt</li> <li>he values the work of Goya very highly (Viva Goya!) and sees the Chapman brothers' work as an insult to this Master artist</li> <li>that his paint slashing was also a work of art that he had made of out the Chapmans' work (as they had done the same with Goya's)</li> <li>that his actions were not 'wanton destruction' as suggested by the Judge but a valid artistic action.</li> </ul> | 20    | <p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1308 293 2085 363"> <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>4</td> <td>7</td> <td>7</td> <td>2</td> <td>4</td> <td>20</td> </tr> </tbody> </table> <p><b>Content (AO1/AO2/AO3):</b></p> <p><b>Level 4 (13–16 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>a very good understanding of the actions and the opinions of Barschak</li> <li>very good analysis and evaluation with very good use of examples.</li> </ul> <p><b>Level 3 (9–12 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>a good understanding of the actions and the opinions of Barschak</li> <li>good analysis and evaluation with good use of examples.</li> </ul> <p><b>Level 2 (5–8 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>an adequate understanding of the actions and the opinions of Barschak</li> <li>an adequate analysis and evaluation with some use of examples.</li> </ul> |     |       |  |  |  | Question | AO1 | AO2 | AO3 | AO4 | Total | 4 | 7 | 7 | 2 | 4 | 20 |
| Question | AO1  | AO2   | AO3   | AO4 | Total |  |  |  |          |     |     |     |     |       |   |   |   |   |   |    |
| 4        | 7  | 7     | 2   | 4   | 20    |  |  |  |          |     |     |     |     |       |   |   |   |   |   |    |

| Question       | Answer  | Marks | Guidance   |                |   |                |   |                |   |               |  |                |  |
|----------------|---|-------|--|----------------|---|----------------|---|----------------|---|---------------|--|----------------|--|
|                | <p><b>Evaluation of the actions and opinions:</b></p> <ul style="list-style-type: none"> <li>• interruption is a justifiable way to gain attention</li> <li>• splashing paint gains publicity</li> <li>• art work can be anarchic</li> <li>• the damage was destructive</li> <li>• the law did not agree with the suggestion that this action constituted a work of art.</li> </ul> |       | <p><b>Level 1 (0–4 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>• a limited understanding of the actions and the opinions of Barschak</li> <li>• a limited analysis and evaluation with little or no use of examples.</li> </ul> <p>An answer dealing with only <b>actions</b> or only <b>opinions</b> may receive a maximum of Level 2.</p> <p>Where there are <b>four marks</b> for Communication, use the following descriptors and annotations on page 1, 4 and 5:</p> <table border="1" data-bbox="1310 762 2087 1369"> <tbody> <tr> <td data-bbox="1310 762 1458 900"><b>4 marks</b></td> <td data-bbox="1458 762 2087 900">A very clear response making a case with facility, using a range of appropriate expression and without technical errors</td> </tr> <tr> <td data-bbox="1310 900 1458 1005"><b>3 marks</b></td> <td data-bbox="1458 900 2087 1005">A clear response that makes the case clearly using good expression and the minimum of errors.</td> </tr> <tr> <td data-bbox="1310 1005 1458 1142"><b>2 marks</b></td> <td data-bbox="1458 1005 2087 1142">Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.</td> </tr> <tr> <td data-bbox="1310 1142 1458 1279"><b>1 mark</b></td> <td data-bbox="1458 1142 2087 1279">The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.</td> </tr> <tr> <td data-bbox="1310 1279 1458 1369"><b>0 marks</b></td> <td data-bbox="1458 1279 2087 1369">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </tbody> </table> | <b>4 marks</b> | A very clear response making a case with facility, using a range of appropriate expression and without technical errors | <b>3 marks</b> | A clear response that makes the case clearly using good expression and the minimum of errors. | <b>2 marks</b> | Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding. | <b>1 mark</b> | The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors. | <b>0 marks</b> | This is awarded for no response or when the answer is totally incorrect. |
| <b>4 marks</b> | A very clear response making a case with facility, using a range of appropriate expression and without technical errors   |       |  |                |   |                |   |                |   |               |  |                |  |
| <b>3 marks</b> | A clear response that makes the case clearly using good expression and the minimum of errors.   |       |  |                |   |                |   |                |   |               |  |                |  |
| <b>2 marks</b> | Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.   |       |  |                |   |                |   |                |   |               |  |                |  |
| <b>1 mark</b>  | The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.  |       |  |                |   |                |   |                |   |               |  |                |  |
| <b>0 marks</b> | This is awarded for no response or when the answer is totally incorrect.  |       |  |                |   |                |   |                |   |               |  |                |  |

## SECTION B

| Question | Answer   | Marks | Guidance  |          |       |     |     |     |       |   |   |    |   |    |    |
|----------|--|-------|---|----------|-------|-----|-----|-----|-------|---|---|----|---|----|----|
| 5        | <p><b>The question involves:</b></p> <ul style="list-style-type: none"> <li>• the understanding of a given definition of a civilised society</li> <li>• recognising how the definition applies to minority groups</li> <li>• reference to two different types of minority group</li> <li>• considering how civilised the UK may be in view of the definition and the experiences of the two chosen groups.</li> </ul> <p><b>Indicative content</b></p> <p><b>Minority groups</b> may include:</p> <ul style="list-style-type: none"> <li>• different races</li> <li>• groups differentiated by age</li> <li>• special interest groups, e.g. hobbies and pastimes</li> <li>• religion</li> <li>• political allegiance</li> <li>• profession</li> <li>• physical disability</li> <li>• learning difficulties</li> <li>• sexuality</li> <li>• ideology.</li> </ul> <p><b>How safe minorities feel</b></p> <ul style="list-style-type: none"> <li>• their condition is not subject to legal sanction beyond the norm</li> <li>• they feel safe within their own group of similar minded people</li> <li>• they are not singled out for hostile press or media coverage</li> <li>• they feel valued as a member of their own group in that their rights and feelings matter.</li> </ul> | 50    | <p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1384 311 2087 379"> <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>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p><b>Level 5 (41–50 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>• a very good knowledge of rights, needs and wishes of two different types of minority group [AO1]</li> <li>• a very good evaluation of how civilised the UK may be said to be with regard to the safety and valuing of these two groups [AO2]</li> <li>• effective and extensive consideration of a range of viewpoints including the appropriate use of personal experience [AO3]</li> <li>• clear and fluent communication with a range of vocabulary [AO4].</li> </ul> <p><b>Level 4 (31–40 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>• a good knowledge of rights, needs and wishes of two different types of minority group [AO1]</li> <li>• a good evaluation of how civilised the UK may be said to be with regard to the safety and valuing of these two groups [AO2]</li> <li>• effective consideration of a range of viewpoints including the appropriate use of personal experience [AO3]</li> <li>• communication in a clear and coherent manner [AO4].</li> </ul> | Question | AO1   | AO2 | AO3 | AO4 | Total | 5 | 7 | 25 | 8 | 10 | 50 |
| Question | AO1  | AO2   | AO3   | AO4      | Total |     |     |     |       |   |   |    |   |    |    |
| 5        | 7  | 25    | 8   | 10       | 50    |     |     |     |       |   |   |    |   |    |    |

| Question | Answer  | Marks | Guidance  |
|----------|---|-------|---|
|          | <p><b>How valued minorities feel</b></p> <ul style="list-style-type: none"> <li>• should the condition of a minority restrict eg mobility, access or ability to participate, then provision for this should be made – eg disabled access, signing in theatres</li> <li>• they are made welcome in all mainstream social activities and situations</li> <li>• their conditions are understood and accepted by their peer groups.</li> </ul> <p><b>The rights of minorities</b></p> <ul style="list-style-type: none"> <li>• equal treatment before the law</li> <li>• equal access to education, medicine and the welfare state</li> <li>• equal access to professions, jobs and promotion within these</li> <li>• equal access to public transport, road, rail and air travel.</li> </ul> <p><b>The needs of minorities</b></p> <ul style="list-style-type: none"> <li>• to be accepted by mainstream society without being made to feel like “special cases”</li> <li>• to have special needs – medical, educational and social – considered and where possible met</li> <li>• to feel that there is no area of mainstream social life which is denied to them by their condition</li> <li>• to have access to eg religious organisations who will accept them without reference to their condition</li> <li>• to feel “normal”.</li> </ul> <p><b>The wishes of minorities</b></p> <ul style="list-style-type: none"> <li>• to live a life enjoying the same opportunities – at work, at leisure and in family and social life – as everyone else</li> <li>• to have their opinions – political, moral and ethical – accorded the same value as everyone else’s</li> <li>• to enjoy any benefits their condition affords them without being made to feel unduly privileged or favoured.</li> </ul> |       | <p><b>Level 3 (21–30 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>• an adequate knowledge of rights, needs and wishes of two different types of minority group [AO1]</li> <li>• an adequate evaluation of how civilised the UK may be said to be with regard to the safety and valuing of these two groups [AO2]</li> <li>• adequate consideration of a range of viewpoints including the appropriate use of personal experience [AO3]</li> <li>• generally clear communication although there may be some errors in quality of language and presentation [AO4].</li> </ul> <p><b>Level 2 (11–20 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>• a limited knowledge of rights, needs and wishes of two different types of minority group [AO1]</li> <li>• a limited evaluation of how civilised the UK may be said to be with regard to the safety and valuing of these two groups [AO2]</li> <li>• limited consideration of differing viewpoints which may include the appropriate use of personal experience [AO3]</li> <li>• limited clarity and/or coherence in the presentation of ideas [AO4].</li> </ul> |



| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
|          | <p><b>Consideration of how civilised the UK may be</b></p> <ul style="list-style-type: none"> <li>• is there evidence that minority groups are being accepted in the UK?</li> <li>• is there evidence that some other groups are threatening minority groups?</li> <li>• do minority groups have a role to play in the UK?</li> </ul> |       | <p><b>Level 1 (0–10 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>• restricted knowledge of rights, needs and wishes of two different types of minority group [AO1]</li> <li>• restricted evaluation of how civilised the UK may be said to be with regard to the safety and valuing of these two groups [AO2]</li> <li>• restricted consideration of differing viewpoints [AO3]</li> <li>• a lack of clarity in presentation [AO4].</li> </ul> <p><b>Candidates who deal with only one minority group can be awarded no higher than the top of level three.</b></p> |

| Question | Answer   | Marks | Guidance  |          |       |     |     |     |       |   |   |    |   |    |    |
|----------|--|-------|---|----------|-------|-----|-----|-----|-------|---|---|----|---|----|----|
| 6        | <p><b>The question involves:</b></p> <ul style="list-style-type: none"> <li>recognition of the fact that change occurs in the domains of society, culture and science</li> <li>recognition of the fact that despite these changes significant areas of life may remain the same</li> <li>evaluation of the extent to which life changes and the extent to which it stays the same</li> </ul> <p><b>Indicative content:</b></p> <p><b>SOCIETY</b></p> <p><b>Changing:</b></p> <ul style="list-style-type: none"> <li>the work/leisure balance has changed out of all recognition</li> <li>leisure itself is less active and more passive</li> <li>there is a great deal more social mobility than [say] pre World War II</li> <li>personal expectations – in lifestyle and rewards – are now much greater</li> <li>we expect to receive from society as much as we invest in it</li> <li>educational opportunities are now more widespread</li> <li>as is access to higher education</li> <li>the aristocracy and the monarchy have very little actual power.</li> </ul> <p><b>Staying the same:</b></p> <ul style="list-style-type: none"> <li>people’s needs – food, shelter and companionship – remain a constant</li> <li>most people still expect to work for a living</li> <li>prestige/personal value are still measured in terms of wealth and/or possessions</li> <li>most people feel a sense of social cohesion – belonging</li> <li>there is an aspiration to make progress through education and self-improvement</li> <li>there is still interest in and personal regard for the monarchy.</li> </ul> | 50    | <p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1384 277 2087 347"> <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>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p><b>Level 5 (41–50 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>a very good knowledge of change and stasis in two domains as experienced by people in the 21<sup>st</sup> century [AO1]</li> <li>a very good evaluation of how far and in what ways the nature of peoples’ lives does or does not change [AO2]</li> <li>effective and extensive consideration of a range of viewpoints including the appropriate use of personal experience [AO3]</li> <li>clear and fluent communication with a range of vocabulary [AO4].</li> </ul> <p><b>Level 4 (31–40 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>a good knowledge of change and stasis in two domains as experienced by people in the 21<sup>st</sup> century [AO1]</li> <li>a good evaluation of how far and in what ways the nature of peoples’ lives does or does not change [AO2]</li> <li>effective consideration of a range of viewpoints including the appropriate use of personal experience [AO3]</li> <li>communication in a clear and coherent manner [AO4].</li> </ul> | Question | AO1   | AO2 | AO3 | AO4 | Total | 5 | 7 | 25 | 8 | 10 | 50 |
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| Question | Answer  | Marks | Guidance  |
|----------|---|-------|---|
|          | <p><b>CULTURE</b></p> <p><b>Changing:</b></p> <ul style="list-style-type: none"> <li>• definitions of middle and old age are now much more elastic</li> <li>• and expectations of the middle-aged and old are less stereotyped</li> <li>• attitudes to sexual morality are much more permissive and tolerant</li> <li>• as are attitudes to different sexualities</li> <li>• and racism is far less prevalent than it was – ours is a multiracial society</li> <li>• marriage is less normative than it used to be – to some extent it has been replaced by serial monogamy, and the stigma of divorce is a great deal less</li> <li>• religious belief is dwindling rapidly</li> <li>• the use of IT and social media is becoming universal</li> <li>• the growth of clone towns has led to a more homogenous culture</li> <li>• social centres – eg local pubs – are much less important.</li> </ul> <p><b>Staying the same:</b></p> <ul style="list-style-type: none"> <li>• conflict between generations remains a constant</li> <li>• people still define themselves in terms of family, class, location and neighbourhood</li> <li>• regional differences – in speech, cuisine, customs and dress – still thrive</li> <li>• although religious belief is dwindling, religious observance of rites of passage – birth, marriage, death – continues</li> <li>• a sense of class – working, middle and upper – remains a constant</li> <li>• although it may be serial, monogamy is still a norm</li> <li>• a sense of community still operates, especially during eg sporting tournaments or on big national occasions</li> <li>• leisure pastimes still reflect class divisions – darts, the theatre, sport, opera.</li> </ul> |       | <p><b>Level 3 (21–30 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>• an adequate knowledge of change and stasis in two domains as experienced by people in the 21<sup>st</sup> century [AO1]</li> <li>• an adequate evaluation of how far and in what ways the nature of peoples' lives does or does not change [AO2]</li> <li>• adequate consideration of a range of viewpoints including the appropriate use of personal experience [AO3]</li> <li>• generally clear communication although there may be some errors in quality of language and presentation [AO4].</li> </ul> <p><b>Level 2 (11–20 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>• a limited knowledge of change and stasis in two domains as experienced by people in the 21<sup>st</sup> century [AO1]</li> <li>• a limited evaluation of how far and in what ways the nature of peoples' lives does or does not change [AO2]</li> <li>• limited consideration of differing viewpoints which may include the appropriate use of personal experience [AO3]</li> <li>• limited clarity and/or coherence in the presentation of ideas [AO4].</li> </ul> |

| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
|          | <p><b>SCIENCE</b></p> <p><b>Changing</b></p> <ul style="list-style-type: none"> <li>• the personal computer has revolutionised all aspects of daily life</li> <li>• domestic technologies – cooking, cleaning, communication and leisure - are elaborate, complex and evolving almost daily</li> <li>• purchasing of all types of goods is now facilitated by IT as is the dissemination of news and information</li> <li>• newspapers and books are being replaced by eg Kindle, e-books and Ipads</li> <li>• bloggers and citizen journalists can now exert considerable influence</li> <li>• economies of scale mean that domestic technology is now very widely available</li> <li>• medical technology has made exponential progress in the last generation in relation to eg the treatment of cancer, AIDS, coronary heart disease, transplant surgery as well as sharpening focus on eg end of life issues.</li> </ul> <p><b>Staying the same</b></p> <ul style="list-style-type: none"> <li>• far more people use technologies than understand how they work</li> <li>• very few people understand science but are very happy to use its applications</li> <li>• scientists' concentration on pure science can mean that the social implications of scientific progress are not foreseen so that progress in controlling abuse of scientific progress [in modern times eg cyberbullying, stalking and abuse of privacy] lag behind the technology some scientific progress [in eg medicine] can outstrip the actual need for it.</li> </ul> |       | <p><b>Level 1 (0–10 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>• restricted knowledge of change and stasis in two domains as experienced by people in the 21<sup>st</sup> century [AO1]</li> <li>• restricted evaluation of how far and in what ways the nature of peoples' lives does or does not change [AO2]</li> <li>• restricted consideration of differing viewpoints [AO3]</li> <li>• a lack of clarity in presentation [AO4].</li> </ul> <p><b>Candidates who deal with only one domain can be awarded no higher than the top of level three.</b></p> |

| Question | Answer   | Marks | Guidance  |          |       |     |     |     |       |   |   |    |   |    |    |
|----------|--|-------|---|----------|-------|-----|-----|-----|-------|---|---|----|---|----|----|
| 7        | <p><b>The question involves:</b></p> <ul style="list-style-type: none"> <li>• a recognition of the role of timescale</li> <li>• understanding that the three kinds of planning, with different time scales, have different aims</li> <li>• matching the three outcomes to the context of parts of the world with different levels of economic development</li> <li>• an evaluation of the kinds of planning.</li> </ul> <p><b>Indicative content</b></p> <p>The statement consists of three parts.</p> <p><b>To plan for a year</b></p> <ul style="list-style-type: none"> <li>• provides food for immediate consumption</li> <li>• meets the needs of any crisis or disaster</li> <li>• provides something for sale in the community</li> </ul> <p><b>To plan for a decade</b></p> <ul style="list-style-type: none"> <li>• metaphorical reference to establishing a source of energy or resource to develop</li> <li>• similarly this can be laying the foundations for construction or infrastructure development – evolution takes time</li> <li>• with immediate needs having been met it is time to move on to the next stage of evolution, which is a gradual process</li> </ul> <p><b>To plan for a lifetime</b></p> <ul style="list-style-type: none"> <li>• to increase and develop the size of the labour force</li> <li>• to provide more equal opportunity (in a male dominated society)</li> <li>• to help people realise their dreams and ambitions</li> <li>• encourages women to realise their potential in society.</li> </ul> | 50    | <p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1384 284 2087 359"> <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>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p><b>Level 5 (41–50 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>• a very good knowledge of the needs of less economically developed societies [AO1]</li> <li>• a very good evaluation of the appropriateness and effectiveness of different kinds of planning for the needs of less economically developed societies [AO2]</li> <li>• effective and extensive consideration of a range of viewpoints including the appropriate use of personal experience [AO3]</li> <li>• clear and fluent communication with a range of vocabulary [AO4].</li> </ul> <p><b>Level 4 (31–40 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>• a good knowledge of the needs of less economically developed societies [AO1]</li> <li>• a good evaluation of the appropriateness and effectiveness of different kinds of planning for the needs of less economically developed societies [AO2]</li> <li>• effective consideration of a range of viewpoints including the appropriate use of personal experience [AO3]</li> <li>• communication in a clear and coherent manner [AO4].</li> </ul> | Question | AO1   | AO2 | AO3 | AO4 | Total | 5 | 7 | 25 | 8 | 10 | 50 |
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| Question   | Answer   | Marks                | Guidance |             |             |  |   |                    |  |  |   |                         |  |   |  |  |   |
|--|--|----------------------|----------|-------------|-------------|--|---|--------------------|--|--|---|-------------------------|--|---|--|--|---|
|  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;"><b>ONE YEAR PLAN</b></td> </tr> <tr> <td style="text-align: center;"><b>MEDC</b></td> <td style="text-align: center;"><b>LEDC</b></td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• a response to a crisis</li> <li>• importing of food and wealth</li> <li>• to help less developed parts of the world to eat</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• to feed a growing population</li> <li>• to match low levels of expertise and technology</li> <li>• meets the demand of traditional agricultural practices</li> </ul> </td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>DECADE PLAN</b></td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• sustainable forestry, global warming and climate change reduction</li> <li>• provides recreation</li> <li>• development and use of underused land</li> <li>• reduce the spread of deserts in LEDCs</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• create a future crop for wealth</li> <li>• develop fuel for the future</li> <li>• develop building materials for use if there is land available</li> </ul> </td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>LONGER TERM PLAN</b></td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• increase equal opportunity</li> <li>• increase the skills of the workforce</li> <li>• increase social mobility</li> <li>• allow ambitions to be met</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• reduce birth rates</li> <li>• wider opportunities and activities for females</li> <li>• growth stimulated to promote education</li> </ul> </td> </tr> </table> | <b>ONE YEAR PLAN</b> |          | <b>MEDC</b> | <b>LEDC</b> | <ul style="list-style-type: none"> <li>• a response to a crisis</li> <li>• importing of food and wealth</li> <li>• to help less developed parts of the world to eat</li> </ul> | <ul style="list-style-type: none"> <li>• to feed a growing population</li> <li>• to match low levels of expertise and technology</li> <li>• meets the demand of traditional agricultural practices</li> </ul> | <b>DECADE PLAN</b> |  | <ul style="list-style-type: none"> <li>• sustainable forestry, global warming and climate change reduction</li> <li>• provides recreation</li> <li>• development and use of underused land</li> <li>• reduce the spread of deserts in LEDCs</li> </ul> | <ul style="list-style-type: none"> <li>• create a future crop for wealth</li> <li>• develop fuel for the future</li> <li>• develop building materials for use if there is land available</li> </ul> | <b>LONGER TERM PLAN</b> |  | <ul style="list-style-type: none"> <li>• increase equal opportunity</li> <li>• increase the skills of the workforce</li> <li>• increase social mobility</li> <li>• allow ambitions to be met</li> </ul> | <ul style="list-style-type: none"> <li>• reduce birth rates</li> <li>• wider opportunities and activities for females</li> <li>• growth stimulated to promote education</li> </ul> |  | <p><b>Level 3 (21–30 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>• an adequate knowledge of the needs of less economically developed societies [AO1]</li> <li>• an adequate evaluation of the appropriateness and effectiveness of different kinds of planning for the needs of less economically developed societies [AO2]</li> <li>• adequate consideration of a range of viewpoints including the appropriate use of personal experience [AO3]</li> <li>• generally clear communication although there may be some errors in quality of language and presentation [AO4].</li> </ul> <p><b>Level 2 (11–20 Marks)</b></p> <p><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>• a limited knowledge of the needs of less economically developed societies [AO1]</li> <li>• a limited evaluation of the appropriateness and effectiveness of different kinds of planning for the needs of less economically developed societies [AO2]</li> <li>• limited consideration of differing viewpoints which may include the appropriate use of personal experience [AO3]</li> <li>• limited clarity and/or coherence in the presentation of ideas [AO4].</li> </ul> |
| <b>ONE YEAR PLAN</b>   |  |                      |          |             |             |  |   |                    |  |  |   |                         |  |   |  |  |   |
| <b>MEDC</b>  | <b>LEDC</b>  |                      |          |             |             |  |   |                    |  |  |   |                         |  |   |  |  |   |
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| Question |  |  | Answer | Marks | Guidance   |
|----------|--|--|--------|-------|--|
|          |  |  |        |       | <p><b>Level 1 (0–10 Marks)</b><br/><b>Expect to see</b></p> <ul style="list-style-type: none"> <li>• restricted knowledge of the needs of less economically developed societies [AO1]</li> <li>• restricted evaluation of the appropriateness and effectiveness of different kinds of planning for the needs of less economically developed societies [AO2]</li> <li>• restricted consideration of differing viewpoints [AO3]</li> <li>• a lack of clarity in presentation [AO4].</li> </ul> |

## Generic mark scheme for questions worth 50 marks

| LEVEL 5    |   |                |
|------------|---|----------------|
| <b>AO1</b> | <ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge</li> <li>show a good understanding of the concepts involved</li> </ul>   | <b>41 – 50</b> |
| <b>AO2</b> | <ul style="list-style-type: none"> <li>interpret and analyse issues and problems well and evaluate them appropriately</li> <li>use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence</li> </ul>   |                |
| <b>AO3</b> | <ul style="list-style-type: none"> <li>demonstrate very good awareness of the difference between types of knowledge</li> <li>have a good appreciation of the strengths and limitations of the different types of knowledge</li> </ul>   |                |
| <b>AO4</b> | <ul style="list-style-type: none"> <li>communicate complex ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way</li> <li>use a wide range of rules and grammar, punctuation and spelling with accuracy and facility.</li> </ul> |                |
| LEVEL 4    |   |                |
| <b>AO1</b> | <ul style="list-style-type: none"> <li>select, use and integrate a good range of relevant knowledge</li> <li>show an understanding of the concepts involved</li> </ul>  | <b>31 – 40</b> |
| <b>AO2</b> | <ul style="list-style-type: none"> <li>interpret and analyse issues and problems well and evaluate them competently</li> <li>use evidence to develop reasoned arguments and draw conclusions on the evidence</li> </ul>   |                |
| <b>AO3</b> | <ul style="list-style-type: none"> <li>demonstrate good awareness of the differences between types of knowledge</li> <li>have a good appreciation of the strengths and limitations of the different types of knowledge</li> </ul>   |                |
| <b>AO4</b> | <ul style="list-style-type: none"> <li>communicate ideas clearly and accurately using specialist vocabulary where appropriate, in a concise, logical and relevant way</li> <li>use a wide range of rules of grammar, punctuation and spelling with facility.</li> </ul>                       |                |



| <b>LEVEL 3</b> |  |                |
|----------------|--|----------------|
| <b>AO1</b>     | <ul style="list-style-type: none"> <li>select, use and integrate a range of relevant knowledge</li> <li>show an adequate understanding of the concepts involved</li> </ul>   | <b>21 – 30</b> |
| <b>AO2</b>     | <ul style="list-style-type: none"> <li>undertake some interpretation and analysis of issues and problems and make superficial evaluation</li> <li>use evidence to develop arguments and draw conclusion</li> </ul>                                 |                |
| <b>AO3</b>     | <ul style="list-style-type: none"> <li>demonstrate awareness of the difference between types of knowledge</li> <li>have an appreciation of the strengths and limitations of the different types of knowledge</li> </ul>                            |                |
| <b>AO4</b>     | <ul style="list-style-type: none"> <li>communicate clearly using some specialist vocabulary with facility</li> <li>use some of the rules of grammar, punctuation and spelling with facility.</li> </ul>  |                |
| <b>LEVEL 2</b> |  |                |
| <b>AO1</b>     | <ul style="list-style-type: none"> <li>select, use and integrate a limited range of relevant knowledge</li> <li>show a modest understanding of the concepts involved</li> </ul>  | <b>11 – 20</b> |
| <b>AO2</b>     | <ul style="list-style-type: none"> <li>demonstrate limited interpretation and analysis of issues and problems with limited evaluation</li> <li>use evidence to develop limited arguments and draw limited conclusions</li> </ul>                   |                |
| <b>AO3</b>     | <ul style="list-style-type: none"> <li>demonstrate limited awareness of the difference between types of knowledge</li> <li>have restricted appreciation of the strengths and limitations of the different types of knowledge</li> </ul>            |                |
| <b>AO4</b>     | <ul style="list-style-type: none"> <li>communicate ideas with limited clarity, using some specialist vocabulary</li> <li>use some of the rules of grammar, punctuation and spelling.</li> </ul>  |                |
| <b>LEVEL 1</b> |  |                |
| <b>AO1</b>     | <ul style="list-style-type: none"> <li>select, use and integrate some relevant knowledge</li> <li>show a limited understanding of the concepts involved</li> </ul>   | <b>0 – 10</b>  |
| <b>AO2</b>     | <ul style="list-style-type: none"> <li>demonstrate poor interpretation and analysis of issues problems evaluations</li> <li>recognise arguments and conclusion</li> </ul>  |                |
| <b>AO3</b>     | <ul style="list-style-type: none"> <li>demonstrate very limited awareness of the differences between types of knowledge</li> <li>have very restricted appreciation of the strengths and limitations of the different types of knowledge</li> </ul> |                |
| <b>AO4</b>     | <ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms</li> <li>use poor grammar punctuation, and inaccurate spelling.</li> </ul>  |                |

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