

**General Studies**

OCR Advanced Subsidiary GCE Unit 2963 The Scientific Domain  
 Coursework Cover Sheet

<b>For Examiner's Use</b>

Please read the instructions printed overleaf before completing this form. One of these cover sheets, suitably completed, should be attached to the work of **each** candidate sent to the Examiner.

<b>Examination session</b>	June		<b>Year</b>	2	0	0	
<b>Centre name</b>							
<b>Centre number</b>							
<b>Candidate name</b>				<b>Candidate number</b>			

## FOR EXAMINER'S USE ONLY

Examiner name: \_\_\_\_\_ Team position: \_\_\_\_\_

<b>Criterion 1: Selects and interprets sources and evidence (20 marks)</b>			
<b>Descriptors:</b>	<b>Marks available</b>	<b>Comment</b>	<b>Mark</b>
Uses a restricted range of source material/evidence, e.g. one or two texts. Extracts limited information to illustrate the main theme of the task, includes inappropriate evidence. Indiscriminate use of evidence copied from sources.	1-7		<b>/20</b>
Uses a restricted range of sources/evidence. Those chosen are mainly appropriate to the task. Uses the resources to support the main theme of the task. Includes some critical comments on the ideas extracted from the sources. Limited examples of how the evidence can be misinterpreted.	8-14		
Selects a suitable variety of source material, including, where appropriate, primary sources. Looks critically at evidence/sources used to support or refute evidence with a range of supporting examples. Uses evidence and ideas to support or refute views relevant to the assignment.	15-20		

<b>Criterion 2: Understands the concepts involved (10 marks)</b>			
<b>Descriptors:</b>	<b>Marks available</b>	<b>Comment</b>	<b>Mark</b>
There is some confusion when dealing with the concepts involved in the task. Simple concepts are used inconsistently or in a superficial manner.	1-3		<b>/10</b>
Some understanding is shown of important concepts involved in the task, but shows some confusion when dealing with those of a more abstract nature. Concepts chosen are mostly used correctly.	4-7		
Shows a high degree of understanding of the concepts involved in the task. The situation is analysed correctly in a coherent manner.	8-10		

<b>Criterion 3: Communicates in a clear, reasoned and effective way (15 marks)</b>			
<b>Descriptors:</b>	<b>Marks available</b>	<b>Comment</b>	<b>Mark</b>
Isolated facts and arguments are presented but with little or no explanation or coherence. Limited vocabulary. Excessive reliance on generalisation and prejudice. Regular errors in spelling, grammar and punctuation.	1-5		<b>/15</b>
Facts and arguments are presented in a mostly clear manner. Recognisable sense of coherence and a generally sustained structure. The work is developed so that the main themes are readily identifiable. Some errors in spelling, grammar and punctuation.	6-10		
Facts, arguments and conclusions are presented in a consistently clear manner, explanations may be followed without difficulty. Images and diagrams aid understanding of the associated text. The work is developed in a coherent and sequential way, leading to a detailed synthesis or conclusion. Almost entirely free from errors in spelling, grammar and punctuation.	11-15		

<b>Criterion 4: Demonstrates awareness of different and similar types of knowledge. (10 marks)</b>			
<b>Descriptors:</b>	<b>Marks available</b>	<b>Comment</b>	<b>Mark</b>
Uses knowledge in a way that weakly identifies its differences and similarities. Relies on knowledge primarily as a means of describing facts which may not always be distinguished from opinions.	1-3		<b>/10</b>
Demonstrates some capacity to show that different types of knowledge can be used for purposes of establishing facts, constructing ideas and expressing opinions. Limited recognition that types of knowledge can be similar and different.	4-7		
Demonstrates clear and consistent ability to differentiate between different types of knowledge and their use in problem solving. Clear recognition of differences between facts and opinions. Identifies and understands the limitations that apply to knowledge and that not all problems can have a solution.	8-10		

<b>Criterion 5: Demonstrates ability to use problem-solving skills (20 marks)</b>			
<b>Descriptors:</b>	<b>Marks available</b>	<b>Comment</b>	<b>Mark</b>
Recognises and describes a problem in terms of simple linkage. Identifies a solution based on narrow criteria and limited critical scrutiny.	1-7		<b>/20</b>
Recognises, describes and compares options which could be used to solve the relevant problems. (Limited justification for taking an option forward.)	8-14		
Recognises difficulties related to problems and makes critical analysis of cause and effect. Compares options. Agrees and applies methods to check whether the problem has been solved or whether a solution is likely to be achieved.	15-20		

<b>Criterion 6: Draws relevant conclusions (15 marks)</b>			
<b>Descriptors:</b>	<b>Marks available</b>	<b>Comment</b>	<b>Mark</b>
The conclusion or summary covers only one aspect of the task. It is only loosely related to the evidence and some important evidence is not included. Some important aspects are missing. The conclusion reveals a lack of understanding in places.	1-5		<b>/15</b>
The conclusion or summary covers some relevant aspects. It is usually related to evidence contained within the main body of the report but fails to cover some potentially rewarding areas. The conclusion reveals some understanding of the subject chosen but would benefit from further development.	6-10		
The conclusion is broad, covering a wide range of relevant aspects. It is directly related to the evidence contained in the main body of the report and reveals a wide understanding of the subject chosen.	11-15		

<b>General comment</b>	<b>Total mark /90</b>
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## INSTRUCTIONS FOR COMPLETION OF THIS FORM

- 1 One form should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of this form are completed.
- 3 Please complete in full the Centre Authentication Form CCS160, this **must** accompany the MS1 sent to the moderator.