



**GCE**

**General Studies**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2015**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Correct/Valid point
	Incorrect/Invalid point
	Development
	Example/Illustration
	Repetition
	Positive factor/idea
	Negative factor/idea
	Unclear idea/statement
	Not answering the question
	Reason
	Communication 3 marks
	Communication 2 marks
	Communication 1 mark

Assessors are expected to fully annotate **all** responses using symbols from the above list. The question rubric will suggest the appropriate annotation to be selected from the menu. For example, if positive and negative ideas or factors are required it will be necessary to use + or -. When there is some doubt about the point or ideas being presented or a lack of clarity in a response it would be appropriate to use ? In sections A and C, some questions are awarded marks for communication separately (see section 12). For these questions, in addition to adding annotation to indicate the quality of the answer it is necessary to add a separate symbol to indicate the quality of communication. This should be inserted at the end of the answer.

In sections B and D, candidates are required to answer one essay in each section. In addition to accurately annotating the whole response it is necessary to provide a clear, summative comment at the end of the essay. This is inserted into the item level comment box. At the end of the comment, assessors must indicate the level which is being awarded. For example, **L3** would be inserted at the end of a comment if the assessor is awarding a mark between 13 and 18.

Here are the subject specific instructions for this question paper

The mark scheme provides some of the important information that candidates may include in their answers to the questions. It is not definitive or exclusive. Candidates invariably provide additional material or alternative response that may be valid and creditworthy. In this subject, assessors are required to exercise a degree of discretion when considering candidate responses and may, at times, need to use their professional judgement in deciding whether a response should be awarded any marks. General Studies is not exclusively a test of knowledge though candidates are encouraged to use their experience of a wide range of educational experience and actuality in their answers. Assessors are reminded that the extent and level of thinking that has been employed by candidates is the key to unlock the higher level of marks. On the other hand, simple, assertive statements attract little credit. Guidance on the construction of comments can be found in section 12.

### **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 of 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 **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.

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

## Guidance for Examiners

It is essential that annotations clearly show why marks have been awarded – your Team Leader will assess your annotation as well as the accuracy of your marking.

### Stages in marking an essay

- read and **fully annotate** the candidate's response using the recommended annotation and generic annotation in section 11. Annotation should be placed **in the margin**
- **review** your annotation, and then consider in which **level** the answer is located.
- consider its **position within the level** and **allocate a mark**.

Write a full summative comment to support the marking decision.

The comment must address the main requirements of the question and reveal how well the candidate has tackled these, for example an answer placed in the highest level might receive a comment such as:

### Level 5 26

*The essay reveals **very good knowledge** and the inclusion of a **range of examples**. These are **developed and explored in detail** and there is clear evidence of **exploring different views and perspectives**. The essay **is written fluently and with accuracy showing displaying an elegant written style**.*

- comments must be made **in addition** to the **AO statements** but **NOT** instead of them.
- in your comments you must try to be **positive and specific**
- comments must **match the mark and level** which is being awarded
- comments must be considered **after close reference to the level descriptor** for each individual question.

A weaker answer might receive a comment such as:

### Level 2 10

*The essay displays **limited knowledge** of the topic and fails to engage with the subject matter. There is **limited explanation and development of ideas and few examples are offered**. The essay is quite assertive **and needs to explore a range of ideas or alternatives**. Weaknesses in expression **hamper the overall clarity**.*

The diagram consists of four arrows pointing from assessment objectives to the text above. AO1 points to 'limited knowledge'. AO2 points to 'limited explanation and development of ideas and few examples are offered'. AO3 points to 'and needs to explore a range of ideas or alternatives'. AO4 points to 'hamper the overall clarity'.

### Summary

All summative comments must include:

- some reference to the extent and quality of the candidate's knowledge **(AO1)**
- an acknowledgement of how far the knowledge is understood, developed and interpreted with the use of examples **(AO2)**
- how far there has been an examination of different viewpoints and perspectives that challenge the question or knowledge **(AO3)**
- a judgement of the quality and clarity of the essay **(AO4)**.

**If bullet points are used where continuous prose is asked for, a maximum of level 3 is available for a 30-mark question**

Section A: The Cultural Domain

Question	Answer/Indicative content	Mark	Guidance																									
<p>1 a</p>	<p>The two sources are representative of kitchens that might be found in houses in the years 1940 and 2015. The following points are some of the features of the kitchens, their design, and their attractions; the list is not exhaustive and candidates may introduce their own ideas. Candidates are also permitted to make comparisons between the two kitchens in their answers.</p> <p><b>1940:</b></p> <ul style="list-style-type: none"> <li>• kitchens were a workspace for the machines and implements to provide for the family’s needs</li> <li>• a new cooker and a washing tub were important status symbols; there was a narrow range of colours but choice was important</li> <li>• they were a multi-functional space to wash and dry, store, prepare food and cook usually with a stone or lino floor for easy cleaning</li> <li>• walls were plain and neutral (colour was not important)</li> <li>• storage was open - shelving for the storing of pots, plates and utensils</li> <li>• simple lighting usually in the centre of the room with use of natural light</li> <li>• items are not co-ordinated but perform a task.</li> </ul> <p><b>2015:</b></p> <ul style="list-style-type: none"> <li>• kitchens are mostly an integrated space-colour co-ordinated, matching units</li> <li>• appliances are discretely hidden or located elsewhere to promote a family dining area</li> <li>• food, pots and utensils are stored away</li> <li>• there is an emphasis on aesthetic appearance</li> <li>• a lack of clutter with clean and hygienic look</li> <li>• secluded and hidden lighting to add to effect</li> <li>• the design and content of a kitchen is a sign of affluence.</li> </ul>	<p>9</p>	<table border="1" data-bbox="1274 312 2040 384"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1a</td> <td>4</td> <td>2</td> <td></td> <td>3</td> <td>9</td> </tr> </tbody> </table> <p><b>Three</b> ways are required. Each way can score up to <b>2 marks</b>:</p> <p><b>1 mark</b> for the identification of a way <b>1 mark</b> for a reason and/or supporting information.</p> <p><b>Communication</b></p> <table border="1" data-bbox="1274 689 2072 1203"> <tbody> <tr> <td><b>A3</b></td> <td>A very clear response making a case with facility, using a range of appropriate expression and without technical errors</td> </tr> <tr> <td><b>A2</b></td> <td>Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.</td> </tr> <tr> <td><b>A1</b></td> <td>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><b>A0</b></td> <td>This is awarded for no response or when the answer is totally incorrect.</td> </tr> </tbody> </table>							AO1	AO2	AO3	AO4	Total	1a	4	2		3	9	<b>A3</b>	A very clear response making a case with facility, using a range of appropriate expression and without technical errors	<b>A2</b>	Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.	<b>A1</b>	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.	<b>A0</b>	This is awarded for no response or when the answer is totally incorrect.
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b	<p>Both locations would require some consideration of the following:</p> <ul style="list-style-type: none"> <li>• <b>position</b> – lack of hazards, visibility, social safety e.g. fences, security cameras, supervision</li> <li>• <b>design</b> – types of equipment, age group focus, special requirements e.g. smooth edges, guards, impact protection, ramps and/or lifts for easy access</li> <li>• <b>equipment</b> – matching needs (developmental or social), fun and enjoyable choices, e.g. apparatus or furnishings</li> <li>• <b>supervision</b> – carers and parents are able to manage the space easily and effectively; emergency facilities are available such as first aid provision, alarms and possibly closed-circuit television.</li> </ul> <p>Examiners may use their professional judgement in awarding marks for alternative answers.</p>	8	<table border="1" data-bbox="1279 213 2040 284"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1b</td> <td>6</td> <td>2</td> <td></td> <td></td> <td>8</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Each factor can be awarded up to <b>4 marks</b>. Candidates are expected to name and describe <b>two</b> factors and then gain additional marks for explaining their reasons for choice, advantages or possibly limiting factors.</li> <li>• Stronger answers may emerge when personal experience is used as an example.</li> </ul> <p>If a candidate choose both options (recreation area and a play area) <b>only the first option is assessed</b>.</p>							AO1	AO2	AO3	AO4	Total	1b	6	2			8
	AO1	AO2	AO3	AO4	Total															
1b	6	2			8															
c	<p>The question involves creating a commercial for a Theme Park. A Theme Park is a place with attractions made up of rides such as roller coasters. They usually contain different kinds of shops, restaurants and food courts, as well as other entertainment outlets. Theme Parks can be enjoyed by both adults and children. Examples might include Disneyland, Universal Studios, Blackpool Pleasure Beach, Alton Towers, and LEGOLAND.</p> <p>Some general points about commercials:</p> <ul style="list-style-type: none"> <li>• a commercial is a promotional announcement that tries to get a consumer to buy into goods or services</li> <li>• some commercials are funny, and some are thought provoking</li> <li>• one good quality of a good commercial is human interest</li> </ul>	13	<table border="1" data-bbox="1279 863 2040 933"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1c</td> <td>8</td> <td>2</td> <td></td> <td>3</td> <td>13</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Candidates are expected to provide an outline of the commercial. Prose, a table or bullet points are acceptable.</li> <li>• A simple table detailing the content of the commercial will not result in a high mark for content or communication.</li> <li>• It is important that reasons for the format and the choice of content are given in support of the answer.</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• <b>9-10 Marks</b> a very good outline of a commercial with very good reasons for the format and content chosen.</li> <li>• <b>6-8 Marks</b> a good outline of a commercial with good reasons for the</li> </ul>							AO1	AO2	AO3	AO4	Total	1c	8	2		3	13
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Question	Answer/Indicative content	Mark	Guidance								
	<ul style="list-style-type: none"> <li>• they show off the product or service</li> <li>• a good commercial has style</li> <li>• bad commercials can be so bad that they can persuade the audience not to buy the product</li> <li>• if a commercial is interesting, informing, and funny, sympathetic, or meaningful it is likely to be successful</li> <li>• the use of an iconic-type character can be an integral part of making a commercial stand out.</li> </ul> <p>A selection of formats and ideas that may be used include:</p> <ul style="list-style-type: none"> <li>• creating a title or a strapline</li> <li>• dividing the commercial into sections (explaining the content)</li> <li>• considering camera instructions and/or audio-visual effects</li> <li>• inventing characters, dialogue, voiceover scripts</li> <li>• selecting additional sound or incidental music.</li> </ul>		<p>format and content chosen.</p> <ul style="list-style-type: none"> <li>• <b>4-5 Marks</b> an adequate outline of a commercial with adequate reasons for the format and content chosen.</li> <li>• <b>1-3 Marks</b> a limited outline of a commercial with adequate reasons for the format and content chosen.</li> </ul> <p><b>Communication</b></p> <table border="1" data-bbox="1279 560 2074 1074"> <tr> <td data-bbox="1279 560 1352 695"><b>A3</b></td> <td data-bbox="1352 560 2074 695">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="1279 695 1352 831"><b>A2</b></td> <td data-bbox="1352 695 2074 831">Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.</td> </tr> <tr> <td data-bbox="1279 831 1352 967"><b>A1</b></td> <td data-bbox="1352 831 2074 967">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="1279 967 1352 1074"><b>A0</b></td> <td data-bbox="1352 967 2074 1074">This is awarded for no response for when the answer is totally incorrect.</td> </tr> </table>	<b>A3</b>	A very clear response making a case with facility, using a range of appropriate expression and without technical errors.	<b>A2</b>	Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.	<b>A1</b>	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.	<b>A0</b>	This is awarded for no response for when the answer is totally incorrect.
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## Section B: The Cultural Domain

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2		<p>The question involves:</p> <ul style="list-style-type: none"> <li>a discussion of the fact that religion is declining due to a lack of facts</li> <li>some consideration of whether there is a god or supreme being</li> <li>the suggestion of a conclusion that suggests how far this is true.</li> </ul> <p>Possible reasons for the decline of religious belief may include reference to</p> <ul style="list-style-type: none"> <li>an increase in terror and extremism connected to religion and many atrocities committed by believers</li> <li>disasters such as tsunamis, earthquakes and famine</li> <li>the Catholic Church sex abuse scandal and a general decline in moral standards in society as whole</li> <li>conflicting views on civil partnerships and relationships generally</li> <li>the economic recession and religion's impotence to affect any changes</li> <li>developments in science and reason eclipsing religion as people view beliefs more intellectually and objectively.</li> </ul> <p>Counter arguments may give evidence to refute the claim by stating that proof lies in:</p>	30	<ul style="list-style-type: none"> <li>Some results from a <i>YouGov</i> poll (June 2013). These may help in deciding whether a viewpoint is reliable or not. Of the people surveyed: <ul style="list-style-type: none"> <li>56% had no religion (28% were Christian)</li> <li>56% never attend church (5% attend at least weekly)</li> <li>57% do not believe in a god (25% say they do)</li> <li>53% felt religious leaders have no influence (12% said they did)</li> <li>41% felt that religion was a cause of evil rather than good (14% said the opposite).</li> </ul> </li> <li>By including the directive <i>how far</i> it is important that the essay is balanced in presenting views that both support and refute the claim. The use of examples and the inclusion of reasons for the viewpoints expressed (as well as how far these are reliable) would indicate a higher quality response.</li> </ul>	<p><b>Level 5 (25-30 Marks)</b></p> <ul style="list-style-type: none"> <li>very good knowledge of the decline in religious belief with very good reference to facts that would support or refute the claim</li> <li>very good development of ideas with a very good range of examples and illustration</li> <li>very good exploration of the limitations of ideas presented and the exploration of alternative views</li> <li>very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (19-24 Marks)</b></p> <ul style="list-style-type: none"> <li>good knowledge of the decline in religious belief with good reference to facts that would support or refute the claim</li> <li>good development of ideas with a good range of examples and illustration</li> <li>good exploration of the limitations of ideas presented and the exploration of alternative views</li> <li>good communication with clear organisation and expression.</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>religious writings and teachings form the basis of our cultural fabric, rules and ethics – originated from somewhere or from someone</li> <li>the complexity of the earth is sufficient to confirm that it was created by a ‘designer’</li> <li>the human brain’s intelligence shows that there was a higher intelligence behind it</li> <li>the durability of religious belief over millennia despite controversy and scandals</li> <li>Man’s inability to totally disprove the existence of god or a supreme being.</li> </ul>			<p><b>Level 3 (13-18 Marks)</b></p> <ul style="list-style-type: none"> <li>adequate knowledge of the decline in religious belief with adequate reference to facts that would support or refute the claim</li> <li>adequate development of ideas with a some examples and illustration</li> <li>adequate exploration of the limitations of ideas presented and the exploration of alternative views</li> <li>adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (7-12 Marks)</b></p> <ul style="list-style-type: none"> <li>limited knowledge of the decline in religious belief with limited reference to facts that would support or refute the claim</li> <li>limited development of ideas with a limited range of examples and illustration</li> <li>limited exploration of the of ideas presented</li> <li>weak communication with weak organisation and expression.</li> </ul> <p><b>Level 1 (1- 6 Marks)</b></p> <ul style="list-style-type: none"> <li>very limited knowledge of the decline in religious belief with very limited reference to facts that would support or refute the claim</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<ul style="list-style-type: none"> <li>• very limited development of ideas with a very few, if any, examples</li> <li>• very limited exploration of the limitations of ideas</li> <li>• very limited communication with very weak organisation and expression.</li> </ul>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
3	<p>The question involves:</p> <ul style="list-style-type: none"> <li>• examining how humour has been successfully used in the works of artists</li> <li>• outlining elements that have led to this success</li> <li>• reference to two art forms to illustrate the answer.</li> </ul> <p>The source of humour that may be referred to directly or indirectly includes:</p> <ul style="list-style-type: none"> <li>• incongruous situations, improbable events</li> <li>• depicting the truths of everyday life – at home, school or work – where the audience can see themselves in that situation</li> <li>• an element of conflict such as doing battle with authority or a bully</li> <li>• surprising the audience by mistaken identity or turning a situation on its head</li> <li>• everyday heroes, with some flaws, as audiences like the underdog.</li> </ul> <p>The purpose of humour may be to:</p> <ul style="list-style-type: none"> <li>• criticise events through satire e.g. the actions of politicians</li> <li>• shock the audience</li> <li>• create enjoyment</li> <li>• appear superior to others</li> <li>• share the fallibilities of characters with whom we have sympathy gain pleasure through escapism.</li> </ul>	30	<ul style="list-style-type: none"> <li>• The essay may successfully refer to examples from any art form.</li> <li>• A creative artist in this context is the creator of the work- the author, composer or director NOT the performer whose role is that of interpreting the work. For example the comedy of John Sullivan in creating Only Fools and Horses would be acceptable whereas David Jason (a cast member) would not. However, if the performer is also the author (as can be said for stand-up comedians such as Peter Kay or Jo Brand, this reference would be allowed.)</li> <li>• The question is open-ended in the sense that candidates are given a free choice of examples to illustrate their answer but there must be evidence of an examination of success and not simply a description of achievements.</li> </ul>	<p><b>Level 5 (25-30 Marks)</b></p> <ul style="list-style-type: none"> <li>• a very good outline of the nature of humour, its purpose and effect, showing very good knowledge</li> <li>• very good discussion with very clear examples and development of ideas</li> <li>• very good consideration of a personal viewpoint that informs the ideas presented with clarity and precision</li> <li>• very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (19-24 Marks)</b></p> <ul style="list-style-type: none"> <li>• a good outline of the nature of humour, its purpose and effect, showing good knowledge</li> <li>• good discussion with clear examples and development of ideas</li> <li>• good consideration of a personal viewpoint that informs the ideas presented with clarity</li> <li>• good communication with clear organisation and expression.</li> </ul> <p><b>Level 3 (13-18 Marks)</b></p> <ul style="list-style-type: none"> <li>• an adequate outline of the nature of humour, its purpose and effect, showing adequate knowledge</li> <li>• adequate discussion with some examples and some development of ideas</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<ul style="list-style-type: none"> <li>• adequate consideration of a personal viewpoint</li> <li>• adequate communication with adequate organisation and expression</li> </ul> <p><b>Level 2 (7-12 Marks)</b></p> <ul style="list-style-type: none"> <li>• a limited outline of the nature of humour, its purpose and effect, showing limited knowledge</li> <li>• limited discussion with limited examples and development of ideas</li> <li>• limited consideration of a personal viewpoint</li> <li>• limited communication with limited organisation and weak expression.</li> </ul> <p><b>Level 1 (1- 6 Marks)</b></p> <ul style="list-style-type: none"> <li>• a very limited outline of the nature of humour, its purpose and effect, showing very limited knowledge</li> <li>• very limited discussion with very few or no examples</li> <li>• very limited consideration of a personal viewpoint, if any</li> <li>• very limited communication with very weak organisation and expression.</li> </ul>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
4	<p>The question involves:</p> <ul style="list-style-type: none"> <li>• a discussion of the extent to which the media can be trusted to tell the truth</li> <li>• the inclusion of examples of media; this could be the written word, television, film or the internet.</li> </ul> <p>Some ideas about truth with reference to the media include:</p> <ul style="list-style-type: none"> <li>• truth is objective, based on true facts and not founded on hearsay</li> <li>• a significant amount of news is fabricated or exaggerated to 'sell' a story or to make it more dramatic or exciting; the portrayal of some characters or sequence of events might be modified to promote a response from the audience</li> <li>• truth is grounded on historical, scientific and geographical facts, based on current state of knowledge</li> <li>• to present truth there should be a greater degree of careful research, accurate writing and reporting as well as unbiased presentations of facts, without any hidden agenda</li> <li>• reporting uninteresting or objective truth may be sacrificed by resorting to gossip columns, sensational love stories, and highlighting gruesome details of crime stories (usually for commercial rather than moral or</li> </ul>	30	<p>The question requires the inclusion of examples to support views.</p> <ul style="list-style-type: none"> <li>• Protracted descriptions without reference to the central theme of truth will restrict the awarding of marks.</li> <li>• An alternative approach might involve discussing the extent to which a television programme or film might present a true representation of facts.</li> <li>• The question includes the rubric <i>to what extent</i>; a very good answer will look at both the reliability and unreliability of the media to tell the truth and to present a considered viewpoint in a conclusion.</li> </ul>	<p><b>Level 5 (25-30 Marks)</b></p> <ul style="list-style-type: none"> <li>• a very good examination of how far the media can be trusted displaying very good knowledge</li> <li>• very good supporting information and examples that are explained clearly and in detail and support the views presented</li> <li>• very good consideration of a range of ideas and their limitations in terms of validity and feasibility</li> <li>• very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (19-24 Marks)</b></p> <ul style="list-style-type: none"> <li>• a good examination of how far the media can be trusted displaying good knowledge</li> <li>• good supporting information and examples that are clear and support the views presented</li> <li>• a good consideration of a range of ideas and their limitations in terms of validity and feasibility</li> <li>• good communication with clear organisation and expression.</li> </ul> <p><b>Level 3 (13-18 Marks)</b></p> <ul style="list-style-type: none"> <li>• an adequate examination of how far the media can be trusted displaying adequate knowledge</li> <li>• adequate supporting information and examples that support the</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>ethical reasons)</p> <ul style="list-style-type: none"> <li>in some countries, press freedom is not a recognised right and therefore truth is respected; however, the media is subject to government repression, censorship or interference, and its liberty to give a fair and well-rounded picture of the true facts is often curtailed if the government feels that the press is reporting on subjects considered politically sensitive</li> <li>dubious and illegal methods to obtain, suppress and distort the truth</li> <li>the findings and recommendations of the Leveson enquiry and parliament's response.</li> </ul> <p>Some reasons why news media might not be trusted to tell the truth include:</p> <ul style="list-style-type: none"> <li>mainstream media exists solely to make a profit</li> <li>advertisers dictate content</li> <li>media monopolies threaten real journalism</li> <li>some newspapers outwardly support a political party or government</li> <li>trivial stories overshadow more serious news</li> <li>some popular news sources do not question things</li> <li>bad news sells, good news is sometimes censored - celebrity gossip becomes overpowering</li> </ul>			<p>views presented</p> <ul style="list-style-type: none"> <li>an adequate consideration of a range of ideas and some reference to their limitations in terms of validity and feasibility</li> <li>adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (7-12 Marks)</b></p> <ul style="list-style-type: none"> <li>a limited examination of how far the media can be trusted displaying limited knowledge</li> <li>limited supporting information and examples that partially support the views presented</li> <li>a limited exploration of the ideas presented</li> <li>limited communication with limited organisation and weak expression.</li> </ul> <p><b>Level 1 (1- 6 Marks)</b></p> <ul style="list-style-type: none"> <li>a very limited examination of how far the media can be trusted displaying very limited knowledge</li> <li>very limited supporting information and few, if any, examples</li> <li>a very limited exploration of the limitations of ideas</li> <li>very limited communication with very weak organisation and expression.</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>a news source that is respected and commonly consulted has power over the population.</li> </ul>			

Section C: The Social Domain

Question		Answer/Indicative content	Mark	Guidance																									
5	a	<p>Possible conclusions may include:</p> <ul style="list-style-type: none"> <li>the <i>economy</i> is considered to be an important issue as the cost of living such as the price of petrol (which has both risen and fallen in recent years) and food have risen so much during the recession that this has a serious and everyday effect on everyone. The resolution of this issue is therefore important for the future of the country, in particular young people at the start of their careers. It is possible that economy may be considered in a wider sense</li> <li><i>unemployment</i> is quite an important issue as this affects families and the ability to provide for dependents. Unemployment for young people is a serious issue as so many are leaving school or graduating from university without a job to go to</li> <li><i>defence and international terrorism</i> were not seen as important issues by many people at the time source C was produced. The UK does not see the visible evidence of them each day like other people may do in other countries, such as Syria or Afghanistan. The high state of security and surveillance by the police and protection services give people (what may not be seen as) a false sense of security</li> <li><i>race relations/immigration</i> are unsurprisingly high on the list of issues. Even though many areas and people of the UK are not directly affected by these issues the media give them high profile, not just by highlighting cases of illegal entry but also in the way in which organised crime is increasingly linked to perpetrators from other countries.</li> </ul>	9	<table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5a</td> <td>4</td> <td>2</td> <td></td> <td>3</td> <td>9</td> </tr> </tbody> </table> <p>Each conclusion can be awarded up to <b>3 marks: 1 mark</b> for stating the conclusion and up to <b>2 marks</b> for the quality of the explanation and reasoning offered in support. A very good response will reflect personal experience and will develop and support the conclusions drawn from the source.</p> <p><b>Communication</b></p> <table border="1"> <tbody> <tr> <td><b>A3</b></td> <td>A very clear response making a case with facility, using a range of appropriate expression and without technical errors</td> </tr> <tr> <td><b>A2</b></td> <td>Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.</td> </tr> <tr> <td><b>A1</b></td> <td>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><b>A0</b></td> <td>This is awarded for no response for when the answer is totally incorrect.</td> </tr> </tbody> </table>							AO1	AO2	AO3	AO4	Total	5a	4	2		3	9	<b>A3</b>	A very clear response making a case with facility, using a range of appropriate expression and without technical errors	<b>A2</b>	Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.	<b>A1</b>	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.	<b>A0</b>	This is awarded for no response for when the answer is totally incorrect.
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Question	Answer/Indicative content	Mark	Guidance												
b	<p>The importance or lack of it is going to be influenced by factors such as:</p> <ul style="list-style-type: none"> <li>• age group</li> <li>• geographical location</li> <li>• social class</li> <li>• relative wealth</li> <li>• ethnic background.</li> </ul> <p>Answers <b>must</b> be related to the area in which the candidate lives.</p>	6	<table border="1" data-bbox="1272 244 2040 316"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td><b>5b</b></td> <td>4</td> <td>2</td> <td></td> <td></td> <td>6</td> </tr> </tbody> </table> <p>Each issue can be awarded up to <b>3 marks</b> for the quality of the explanation and reasoning offered in support.</p> <p>If there is no reference to an <b>area</b> the maximum that can be awarded for each issue is <b>2 marks</b>.</p> <p>To simply choose and name issues from Source C would be <b>0 marks</b>.</p>		AO1	AO2	AO3	AO4	Total	<b>5b</b>	4	2			6
	AO1	AO2	AO3	AO4	Total										
<b>5b</b>	4	2			6										
c	<p>The strengths of <i>compulsory voting</i> include:</p> <ul style="list-style-type: none"> <li>• increased turnout and a representative sample of the whole population</li> <li>• a reduction of the impact of factors such as the weather, travel, and inability to reach the polling station</li> <li>• voters can still show their disengagement with a spoiled ballot paper</li> <li>• making people consider their political stance more carefully</li> <li>• less chance of extremist groups gaining votes than under the non-compulsory system where it is easier to activate lobbying and small interest groups</li> <li>• increasing the general percentage of votes cast due to the high turnout</li> <li>• effectively educating the population and stimulating an interest in politics.</li> </ul> <p>The strengths of <i>non-compulsory voting</i> include:</p> <ul style="list-style-type: none"> <li>• allowing the individual freedom to vote in a democratic way</li> <li>• retaining a person's civic right to vote rather than it</li> </ul>	15	<table border="1" data-bbox="1272 691 2040 762"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td><b>5c</b></td> <td>10</td> <td>2</td> <td></td> <td>3</td> <td>15</td> </tr> </tbody> </table> <p>The quality of an answer should not simply be determined by the number of strengths listed or a simple statement confirming which system the candidate considers the most desirable. Very good answers will include supporting ideas and reasons to justify the ideas presented.</p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• <b>10-12 Marks</b> a very good outline of the strengths of compulsory and non-compulsory voting and a very clear statement of preference supported by very good reasons.</li> <li>• <b>7-9 Marks</b> a good outline of the strengths of compulsory and non-compulsory voting and a clear statement of preference supported by good reasons.</li> <li>• <b>4-6 Marks</b> An adequate outline of the strengths of compulsory and</li> </ul>		AO1	AO2	AO3	AO4	Total	<b>5c</b>	10	2		3	15
	AO1	AO2	AO3	AO4	Total										
<b>5c</b>	10	2		3	15										

Question	Answer/Indicative content	Mark	Guidance								
	<p>becoming a duty thereby not infringing people’s civil rights (as some religions do not support voting.)</p> <ul style="list-style-type: none"> <li>• enabling people to retain their freedom of speech, as by definition, one can choose not to speak</li> <li>• preventing people who are ill-informed or have no preference from being forced to make an irrational decision</li> <li>• allowing people who are sceptical of the political system and the integrity of politicians to choose not to be part of the electoral process.</li> </ul>		<p>non-compulsory voting and an adequate statement of preference supported by adequate reasons.</p> <ul style="list-style-type: none"> <li>• <b>1-3 Marks</b> a limited outline of the strengths of compulsory and non-compulsory voting and a limited statement of preference supported by limited reasons.</li> </ul> <p><b>Communication</b></p> <table border="1" data-bbox="1272 534 2067 1050"> <tr> <td data-bbox="1272 534 1350 671"><b>A3</b></td> <td data-bbox="1350 534 2067 671">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="1272 671 1350 809"><b>A2</b></td> <td data-bbox="1350 671 2067 809">Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.</td> </tr> <tr> <td data-bbox="1272 809 1350 946"><b>A1</b></td> <td data-bbox="1350 809 2067 946">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="1272 946 1350 1050"><b>A0</b></td> <td data-bbox="1350 946 2067 1050">This is awarded for no response for when the answer is totally incorrect.</td> </tr> </table>	<b>A3</b>	A very clear response making a case with facility, using a range of appropriate expression and without technical errors	<b>A2</b>	Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.	<b>A1</b>	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.	<b>A0</b>	This is awarded for no response for when the answer is totally incorrect.
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## Section D: The Social Domain

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
6		<p>The question involves:</p> <ul style="list-style-type: none"> <li>choosing one of the emergency services</li> <li>outlining and explaining one way that the scope, and one way that the quality of the service could be improved.</li> </ul> <p>The emergency services referred to will be:</p> <ul style="list-style-type: none"> <li>police</li> <li>fire</li> <li>ambulance.</li> </ul> <p>Some of the roles of the most prominent emergency services are as follows:</p> <p><b>Police</b></p> <ul style="list-style-type: none"> <li>to save lives</li> <li>to prevent the escalation of crime and upholding law and order</li> <li>to relieve the suffering of people who are the victims of crime or tragedy</li> <li>to investigate why an incident occurred</li> <li>to keep damage as minimal as possible.</li> </ul> <p><b>Ambulance</b></p> <ul style="list-style-type: none"> <li>to save lives</li> <li>to respond quickly to incidents to minimise medical problems</li> <li>to transport casualties</li> </ul>	30	<p>The information provided about police, fire and ambulance can be generically applied to other services. Detailed descriptions of the operation of the service is not required. An understanding of the services from the public's viewpoint, and realistic ways in which it can be improved will provide the basis for a very good response.</p> <p>Candidates who consider either scope <b>or</b> quality alone will be unable to score marks above Level 3.</p>	<p><b>Level 5 (25-30 Marks)</b></p> <ul style="list-style-type: none"> <li>a very good description of the key roles of an emergency service showing very good knowledge</li> <li>a very good outline and explanation of one way in which the scope and one way in which the quality of the service can be improved by using clear examples and the development of ideas</li> <li>very good consideration of the limitations and consequences of the measures presented with clarity and precision</li> <li>very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (19-24 Marks)</b></p> <ul style="list-style-type: none"> <li>a good description of the key roles of an emergency service showing good knowledge</li> <li>a good outline and explanation of one way in which the scope and one way in which the quality of the service can be improved by using good examples and the development of ideas</li> <li>good consideration of the limitations and consequences of</li> </ul>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>to administer medical treatment on the spot.</li> </ul> <p><b>Fire</b></p> <ul style="list-style-type: none"> <li>to put out fires</li> <li>to advise on matters of health and safety</li> <li>to search for missing persons and rescue people using specialist equipment</li> <li>to identify and quarantine hazardous substances</li> <li>to investigate causes.</li> </ul> <p>The <b>scope</b> of the service may be improved by:</p> <ul style="list-style-type: none"> <li>investment of finance in terms of increasing the amount of equipment available and increasing the number of staff</li> <li>the improvement of training to deal with new types of incident or illness</li> <li>having the necessary infrastructure to cope with varying degrees of demand for services in different regions.</li> </ul> <p>The <b>quality</b> of the service may be improved by:</p> <ul style="list-style-type: none"> <li>regular and updated training regimes</li> <li>shorter working hours to ensure more effective performance</li> <li>replacing ITC support with systems that will respond quicker</li> <li>shortening response time to incidents (linked to quantitative as personnel needed).</li> </ul>			<p>the measures presented with clarity</p> <ul style="list-style-type: none"> <li>good communication with clear organisation and expression.</li> </ul> <p><b>Level 3 (13-18 Marks)</b></p> <ul style="list-style-type: none"> <li>an adequate description of the key roles of an emergency service showing adequate knowledge</li> <li>an adequate and explanation of one way in which the scope and one way in which the quality of the service can be improved by using some examples and adequate development of ideas</li> <li>adequate consideration of the limitations and consequences of the measures presented</li> <li>adequate communication with adequate organisation and expression</li> </ul> <p><b>Level 2 (7-12 Marks)</b></p> <ul style="list-style-type: none"> <li>a limited description of the key roles of an emergency service showing limited knowledge</li> <li>a limited outline and explanation of one way in which the scope and one way in which the quality of the service can be improved by using few examples and the limited development of ideas</li> <li>limited consideration of the limitations and consequences of</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						the measures • limited communication with limited organisation and weak expression. <b>Level 1 (1- 6 Marks)</b> • a very limited description of the key roles of an emergency service showing very limited knowledge • a very limited outline and explanation of one way in which the scope and one way in which the quality of the service can be improved with a lack of examples and little, if any, development of ideas • very limited, if any, consideration of the limitations and consequences of the measures • very limited communication with very weak organisation and expression.

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
7		<p>The question involves:</p> <ul style="list-style-type: none"> <li>a discussion of the main advantages and disadvantages of HS2.</li> </ul> <p><b>Advantages</b> of the HS2 include:</p> <ul style="list-style-type: none"> <li>the road system is becoming crowded with limited ability to keep increasing capacity. Offering high speed rail, will encourage more people to travel by train relieving gridlock in city centres. It is not just rail travelers who will benefit, but those who gain from lower congestion on the roads</li> <li>investment will provide jobs for those involved in building and running the new HS2</li> <li>journey times from London to Birmingham will be less than one hour. There will also be quick rail links to Manchester and Leeds</li> <li>the current high speed rail travel to the continent has proved to meet expectations; this has enabled more people to easily to travel to the continent</li> <li>the capital investment will stimulate economic activity and give a decent rate of return</li> <li>taking travel away from short distance air-travel, leaving lower carbon footprint</li> <li>environmental impact will be mitigated by 'green tunnels' and the planting of trees</li> </ul>	30	<p>It would be insufficient to simply list advantages and disadvantages without some development or discussion. The question provides a setting for this discussion by referring to motorways and the destinations of the rail link.</p> <p>Candidates may use the abbreviation HS2.</p>	<p><b>Level 5 (25-30 Marks)</b></p> <ul style="list-style-type: none"> <li>a very good range of advantages and disadvantages showing very good knowledge</li> <li>a very good discussion of the implications of the project using clear examples and development of ideas</li> <li>very good consideration of the limitations and consequences of the project presented with clarity and precision</li> <li>very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (19-24 Marks)</b></p> <ul style="list-style-type: none"> <li>a good range of advantages and disadvantages showing very good knowledge</li> <li>a good discussion of the implications of the project using clear examples and development of ideas</li> <li>good consideration of the limitations and consequences of the project presented with clarity</li> <li>good communication with clear organisation and expression.</li> </ul> <p><b>Level 3 (13-18 Marks)</b></p> <ul style="list-style-type: none"> <li>an adequate range of advantages and disadvantages showing adequate knowledge</li> <li>an adequate discussion of the</li> </ul>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>increased train frequency can have significant external benefits in terms of lower pollution, fewer road accidents.</li> </ul> <p><b>Disadvantages</b> of the HS2 include:</p> <ul style="list-style-type: none"> <li>other alternatives such as increasing train length on existing routes</li> <li>the HS2 only directly benefits a small section of the population who use trains between major cities</li> <li>the benefits of improved speed is debatable given that many people can now work on laptops away from the office</li> <li>the serious environmental costs of building a new line through the countryside</li> <li>that in an era of budget cuts, spending on train service is not the highest priority</li> <li>no guarantee the demand will be there for rail travel in the future</li> <li>a bigger overall benefit from running slightly slower trains over more different routes by opening up lines that have been closed and serving more people.</li> </ul>			<p>implications of the project using some examples and development of ideas</p> <ul style="list-style-type: none"> <li>adequate consideration of the limitations and consequences of the project</li> <li>adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (7-12 Marks)</b></p> <ul style="list-style-type: none"> <li>a limited range of advantages and disadvantages showing limited knowledge</li> <li>a limited discussion of the implications of the project using a limited range of examples and limited development of ideas</li> <li>limited consideration of the limitations and consequences of the project</li> <li>limited communication with limited organisation and weak expression.</li> </ul> <p><b>Level 1 (1- 6 Marks)</b></p> <ul style="list-style-type: none"> <li>a very limited range of advantages and disadvantages showing very limited knowledge</li> <li>a very limited discussion of the implications of the project using a very limited range of examples, if any, and very limited development of ideas</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<ul style="list-style-type: none"> <li>• very limited, if any, consideration of the limitations and consequences of the project</li> <li>• very limited communication with very limited organisation and very weak expression.</li> </ul>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
8		<p>The question involves:</p> <ul style="list-style-type: none"> <li>a consideration of the area in which we live and the people we grow up with</li> <li>the extent to which living there has an effect on our future life.</li> </ul> <p><b>Area</b> may include reference to:</p> <ul style="list-style-type: none"> <li>geographical location (city or rural) including outside the UK</li> <li>types of housing (privately owned or social)</li> <li>it being developed or run-down</li> <li>the traditions of the area.</li> </ul> <p><b>People</b> may include reference to:</p> <ul style="list-style-type: none"> <li>family members</li> <li>peers/friends/friendship groups</li> <li>teachers and instructors</li> <li>religious leaders.</li> </ul> <p><b>Influence</b> may include positive and negative experiences involving:</p> <ul style="list-style-type: none"> <li>morals and rules</li> <li>respect and pride</li> <li>standards of behaviour</li> <li>health issues.</li> </ul>	30	<ul style="list-style-type: none"> <li>As the question uses the word <i>extent</i> a very good answer would involve looking at both how much and how little both the area and people have an influence. One-sided accounts will consequently attract fewer marks.</li> <li>If only one part of the question is covered (that is area or people) then the maximum mark will not exceed Level 3.</li> <li>It will be possible to award credit to those candidates who may use other influences such as books, media, and travel.</li> </ul>	<p><b>Level 5 (25-30 Marks)</b></p> <ul style="list-style-type: none"> <li>a very good range of ideas covering both the area and people's influence showing very good knowledge</li> <li>a very good discussion of extent using clear examples and development of ideas</li> <li>very good consideration of the limitations and consequences of the ideas presented with clarity and precision</li> <li>very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (19-24 Marks)</b></p> <ul style="list-style-type: none"> <li>a good range of ideas covering both the area and people's influence showing good knowledge</li> <li>a good discussion of extent using clear examples and development of ideas</li> <li>good consideration of the limitations and consequences of the ideas presented with clarity</li> <li>good communication with clear organisation and expression.</li> </ul> <p><b>Level 3 (13-18 Marks)</b></p> <ul style="list-style-type: none"> <li>an adequate range of ideas covering both the area and people's influence showing</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<p>adequate knowledge</p> <ul style="list-style-type: none"> <li>adequate discussion of extent using some examples and development of ideas</li> <li>adequate consideration of the limitations and consequences of the ideas</li> <li>adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (7-12 Marks)</b></p> <ul style="list-style-type: none"> <li>a limited range of ideas covering both the area and people's influence showing limited knowledge</li> <li>limited discussion of extent using few examples and development of ideas</li> <li>limited consideration of the limitations and consequences of the ideas</li> <li>limited communication with limited organisation and weak expression.</li> </ul> <p><b>Level 1 (1- 6 Marks)</b></p> <ul style="list-style-type: none"> <li>a very limited range of ideas covering both the area and people's influence showing very limited knowledge</li> <li>very limited discussion of extent using few examples, if any</li> </ul>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<ul style="list-style-type: none"> <li>• very limited consideration, if any, of the limitations and consequences of the ideas</li> <li>• very limited communication with very limited organisation and very weak expression.</li> </ul>

## APPENDIX 1

Examiners should apply the generic mark scheme to make their initial assessment using a 'best fit', holistic approach. Reference should be made to the indicative content and the assessment objectives to arrive at the final mark.

**Generic Levels Mark Scheme for essay questions marked out of 30****Level 5**

AO1	<ul style="list-style-type: none"> <li>select, use and integrate a very good range of relevant knowledge</li> <li>show a good understanding of the concepts involved</li> </ul>	25-30
AO2	<ul style="list-style-type: none"> <li>interpret and analyse issues and problems well and evaluates them appropriately</li> <li>use evidence to develop complex reasoned arguments and draw sound conclusions on the evidence</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate very good awareness of the differences between types of knowledge</li> <li>have a very good appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	
AO4	<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 the rules of grammar, punctuation and spelling with accuracy and facility</li> </ul>	

**Level 4**

AO1	<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>	19-24
AO2	<ul style="list-style-type: none"> <li>interpret and analyse issues and problems well and evaluates them competently</li> <li>use evidence to develop reasoned arguments and draw sound conclusions on the evidence</li> </ul>	
AO3	<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>	
AO4	<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 range of the rules of grammar, punctuation and spelling with facility</li> </ul>	

**Level 3**

AO1	<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>	13-18
AO2	<ul style="list-style-type: none"> <li>undertake some interpretation and analysis of issues and problems and make a superficial evaluation</li> <li>use evidence to develop arguments and draw conclusions</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate awareness of the differences between types of knowledge</li> <li>have an appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	
AO4	<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>	

**Level 2**

AO1	<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>	7-12
AO2	<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>	
AO3	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge</li> <li>have a restricted appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>demonstrate limited awareness of the differences between types of knowledge</li> <li>have a restricted appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	

**Level 1**

AO1	<ul style="list-style-type: none"> <li>select, use and integrate some knowledge which may not be accurate</li> <li>show a restricted understanding of the concepts involved</li> </ul>	0-6
AO2	<ul style="list-style-type: none"> <li>demonstrate poor interpretation and analysis of issues, problems and evaluation</li> <li>recognise arguments and conclusion</li> </ul>	
AO3	<ul style="list-style-type: none"> <li>demonstrate very limited awareness of the differences between types of knowledge</li> <li>have a very restricted appreciation of the strengths and limitations of the different types of knowledge</li> </ul>	
AO4	<ul style="list-style-type: none"> <li>communicate with little clarity using occasional specialist terms</li> <li>use poor grammar and punctuation, and inaccurate spelling</li> </ul>	

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