



GCE

General Studies

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

Advanced Subsidiary GCE

Mark Scheme for June 2017

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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

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:

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

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

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

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

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.

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**.

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															
1	a	<p>Themes may include:</p> <ul style="list-style-type: none"> • human being controlled by machine • television, and its broadcast content, takes on a human and controlling role • television ‘spoon feeds’ the audience; no effort is required on the part of the watcher • programme makers (and broadcasters) are in control of their audience • the use of a food image implies that the diet is appealing and enjoyable • the watcher appears sedate and, possibly, mesmerised. 	4	<p>Assessment Objectives Balance</p> <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>1a</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>4</td> </tr> </tbody> </table> <p>Each explanation can be awarded up to 2 marks. The list is not exhaustive and therefore any alternative and plausible suggestion would be accepted.</p>		AO1	AO2	AO3	AO4	Total	1a	2	2	0	0	4			
		AO1	AO2	AO3	AO4	Total													
1a	2	2	0	0	4														
b	<p>Positive effects include:</p> <ul style="list-style-type: none"> • the creation of shows that can educate, inform and inspire; this can be more effective than books or audiotapes • its ability to create powerful touchstones, enabling young people to share cultural experiences with others • acting as a catalyst to get children reading—following up on programmes by getting books on the same subjects or reading authors whose work was adapted for the programmes • teaching children important values and life lessons • developing young children’s socialization and learning skills • news, current events and historical programming can help make young people more aware of other cultures and people • documentaries can help develop critical thinking about society and the world • helping to introduce youth to, for example, classic Hollywood films and foreign movies that they might not 	9	<p>Assessment Objectives Balance</p> <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>1b</td> <td>6</td> <td>0</td> <td>0</td> <td>3</td> <td>9</td> </tr> </tbody> </table> <p>Positive and negative effects can be awarded up to 2 marks. A simple statement should be awarded 1 mark. Additional marks can only be gained by further explanation or examples.</p> <p>The list is not exhaustive and therefore any alternative and plausible suggestion would be accepted.</p> <p>Communication</p> <table border="1"> <tbody> <tr> <td>3</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>2</td> <td>Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.</td> </tr> </tbody> </table>		AO1	AO2	AO3	AO4	Total	1b	6	0	0	3	9	3	A very clear response making a case with facility, using a range of appropriate expression and without technical errors.	2	Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.
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	<p>ci</p>	<p>otherwise see</p> <ul style="list-style-type: none"> • cultural programming opening up the world of music and art for young people. <p>Negative effects include:</p> <ul style="list-style-type: none"> • stealing time for activities that actually develop the brain, like interacting with other people and playing • taking away the time that a child needs to develop important skills like language, creativity, motor, and social skills • television noise causes children to have trouble paying attention to voices when there is also background noise • exposure to negative influences, and promotes negative behaviour. TV shows and commercials can show violence, alcohol, drug use and sex in a positive light • children having a difficult time adjusting from being visual learners to aural learners (learning by listening); they can also have shorter attention spans • affecting a child’s health and athletic ability; the more television a child watches, even in the first years of life, the more likely he is to be obese and less fit. <ul style="list-style-type: none"> • the vast number of channels available to young people may mean that it is not possible to watch the programme they wish at it broadcast time • the large number of demands on their attention and time, as compared to times past when television was the sole attraction, may mean that shows are recorded or ‘catch up’ is more convenient. 	<p>2</p>	<table border="1" data-bbox="1279 169 2074 341"> <tr> <td data-bbox="1279 169 1357 272">1</td> <td data-bbox="1357 169 2074 272">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 272 1357 341">0</td> <td data-bbox="1357 272 2074 341">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>The mark for communication should take into account the quality of all three explanations.</p> <p>Assessment Objectives Balance</p> <table border="1" data-bbox="1279 986 2040 1054"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1ci</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>2</td> </tr> </tbody> </table> <p>Any reason offered should be supported by some explanation or an example.</p> <p>Alternative and plausible suggestions may be credited.</p>	1	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.	0	This is awarded for no response or when the answer is totally incorrect.		AO1	AO2	AO3	AO4	Total	1ci	1	1	0	0	2
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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"> • understanding what is meant by acting instinctively • how instinct is affected by thinking and reasoning • the impact that instinctive actions might have on achieving success. <p>An understanding of the definition of instinct will have an impact on being able to answer the question successfully.</p> <p>Instinct is:</p> <ul style="list-style-type: none"> • a way of behaving, thinking or feeling that is not learned • a desire that makes a person want to act in a particular way • something you know without learning or thinking about • a natural ability. <p>Acting Instinctively</p> <ul style="list-style-type: none"> • spontaneity and being impulsive is exciting • doing what is best in a situation when no other information or aid is available • a person’s first response can invariably be the best one • prevents there being any question of a missed opportunity and the subsequent regret that might follow <p>Ignoring instinct</p> <ul style="list-style-type: none"> • people prefer to think things through and foresee and consider the consequences • its best to find the best solution and map 	30	<p>The best answers will involve the use of examples of when and when not to follow instinct.</p> <p>The examples should involve reference to outcome so that there can be some consideration of whether there has been success or not.</p>	<p>Assessment Objectives Balance</p> <table border="1" data-bbox="1608 347 2056 421"> <thead> <tr> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>10</td> <td>6</td> <td>6</td> <td>30</td> </tr> </tbody> </table> <p>Level 5 (25-30 Marks)</p> <ul style="list-style-type: none"> • very good understanding of the extent to which following one’s instinct results in success • very good discussion with very clear examples and development of ideas • very good consideration of the limitations of instinct and the dilemmas may arise • very good communication with very clear, concise organisation and expression. <p>Level 4 (19-24 Marks)</p> <ul style="list-style-type: none"> • good understanding of the extent to which following one’s instinct results in success • good discussion with very clear examples and development of ideas • good consideration of the limitations of instinct and the dilemmas may arise • good communication with clear organisation and expression. <p>Level 3 (13-18 Marks)</p> <ul style="list-style-type: none"> • adequate understanding of the extent to which following one’s instinct results in success 	AO1	AO2	AO3	AO4	Total	8	10	6	6	30
AO1	AO2	AO3	AO4	Total										
8	10	6	6	30										

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>out a response</p> <ul style="list-style-type: none"> by looking at previous events and considering them it is a safer way to find find a solution and success 			<ul style="list-style-type: none"> adequate discussion with some examples and development of ideas adequate consideration of the limitations of instinct and the dilemmas that may arise adequate communication with adequate organisation and expression. <p>Level 2 (7-12 Marks)</p> <ul style="list-style-type: none"> limited understanding of the extent to which following one’s instinct results in success limited discussion with few examples and development of ideas limited, if any, consideration of the limitations of instinct and the dilemmas that it might bring limited communication with limited organisation and expression. <p>Level 1 (1- 6 Marks)</p> <ul style="list-style-type: none"> very limited understanding of the extent to which following one’s instinct results in success very limited discussion and development of ideas very limited, if any, consideration of the limitations of instinct and the dilemmas that it might bring very limited communication with very limited organisation and expression.

Question	Answer/Indicative Content	Marks	Guidance											
			Content	Levels of response										
3	<p>The question involves:</p> <ul style="list-style-type: none"> understanding the nature of a social media some consideration of whether social media is quicker and more reliable in the transmission of news to the public. <p>Social media involves:</p> <ul style="list-style-type: none"> personal interactions and relationships creating a website or other application that enables the users to communicate by posting information, messages, comments, and images. <p>Social media include:</p> <ul style="list-style-type: none"> Facebook Twitter Linked In Tumblr Google+ Instagram Snapchat. <p>[There are many other examples, less well-known and used].</p> <ul style="list-style-type: none"> Social media may be said to transfer news be quick as they require no intermediary (a newspaper or editor or printer) and messages can be transmitted from one individual to another. Speed may depend on the traffic travelling through the internet server and, at certain times (e.g. New Year) there is overload and therefore 	30	<p>The essay offers the opportunity for a wide and open view of social media to be presented. Views expressed must relate to the news. By using the command word 'discuss' the essay should be balanced and look at both sides of the issue.</p> <p>A high level answer involves consideration of both speed and reliability. The use of examples such as the Arab Spring (the news about which was largely transmitted by social media mobilising many people to take some action) or any other contemporary major event would be a clear indication of a very good appreciation of the issues.</p> <p>The extent to which candidates agree (or disagree) requires the exploration of several viewpoints; a high level answer requires more than simply agreeing or disagreeing with the author's view.</p>	<p>Assessment Objectives Balance</p> <table border="1" data-bbox="1608 280 2058 352"> <thead> <tr> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>10</td> <td>6</td> <td>6</td> <td>30</td> </tr> </tbody> </table> <p>Level 5 (25-30 Marks)</p> <ul style="list-style-type: none"> very good understanding of social media and its potential to relay news very good discussion of the both speed and reliability of its transmission compared with other forms with a very good range of examples very good consideration of the limitations, strengths and weaknesses that social media presents very good communication with very clear, concise organisation and expression. <p>Level 4 (19-24 Marks)</p> <ul style="list-style-type: none"> good understanding of social media's potential to relay news good discussion of the both speed and reliability of its transmission compared with other forms with a good range of examples good consideration of the strengths and weaknesses that social media presents good communication with clear organisation and expression. <p>Level 3 (13-18 Marks)</p> <ul style="list-style-type: none"> adequate understanding of social media's potential to relay news 	AO1	AO2	AO3	AO4	Total	8	10	6	6	30
AO1	AO2	AO3	AO4	Total										
8	10	6	6	30										

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>communication breaks down.</p> <ul style="list-style-type: none"> • Many news organisations have constant updates via social media (notably Twitter). • Witnesses to events can send out instant information about what is happening as it happens. • Social media reporting can be said to be reliable as it is actuality, and is almost simultaneous reporting. • The danger exists that without the skilled eye of an editor there is the chance of inaccuracy and hysteria that can result in a worsening situation. • Social media uncensored (unless it is monitored constantly) and therefore it can be perceived as being a more honest account of what is happening. • People are able to attach pictures to their messages which can add to the realism. • Many people report an event at the same time via social media and therefore a more varied and complete view of a situation is gathered from different perspectives. • There is a danger that some of this reporting will be biased and inaccurate or contain prejudicial views. • Some of the social media reports are just not true can disrupt and cause upset. • Non-professionals may not articulate the news effectively (though the opposite may be the case compared to some 			<ul style="list-style-type: none"> • adequate discussion of the both speed and reliability of its transmission compared with other forms with some examples • adequate consideration of the limitations, strengths and weaknesses that social media presents • adequate communication with adequate organisation and expression. <p>Level 2 (7-12 Marks)</p> <ul style="list-style-type: none"> • limited understanding of social media's potential to relay news • limited discussion of the speed and/or reliability of its transmission with little reference to other forms with few examples • limited consideration of the, strengths and weaknesses that social media presents • limited communication with limited organisation and expression. <p>Level 1 (1- 6 Marks)</p> <ul style="list-style-type: none"> • very limited understanding of social media's potential to relay news • very limited discussion and a lack of real understanding • very limited (of any) consideration of the strengths and weaknesses that social media presents • very limited communication with very limited organisation and

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>reporter’s editorial)</p> <ul style="list-style-type: none"> • Social media have a reputation for their sometimes scandalous and scurrilous content as it is the view of individuals without control. <p>The question involves:</p> <ul style="list-style-type: none"> • understanding what is meant by a ‘live’ performance • how far ‘live’ performing in front of an audience is important for an artist to achieve the greatest success. <p>Ideas about Live performance</p> <ul style="list-style-type: none"> • a chance to perform in front of fans, friends, relatives and develop a following • the feeling of exhilaration and excitement that a live performance gives • a chance to learn by making mistakes (that a recording could easily erase) • an important character-building experience • the experience of seeing and ‘feeling’ the audience and their reaction (positive or negative) - engaging with them • an opportunity to learn how to cope with unexpected events (like sound and 			<p>expression.</p>

Question	Answer/Indicative Content	Marks	Guidance								
4	<p>lighting failures or a 'difficult' audience)</p> <ul style="list-style-type: none"> space to establish a fashion style or persona that the audience will identify with in the future an opportunity to make an impact that will lead to sales of recordings, DVDs, or encourage the audience to listen/watch/buy tickets for further performances free publicity that can come from live performances that can turn into profits. <p>Some negative considerations</p> <ul style="list-style-type: none"> not all performers have the composure to perform live recordings offer the chance to correct and improve the performance the technical enhancements that audio visual technology offers mean that some performers sound and appear to be much more impressive when viewed or heard through a recording than when they appear live. 	30	Content	Levels of response							
			<p>The question may lead to a response that uses music, stage and screen.</p> <p>The list of ideas about live performance is not exhaustive. Any plausible and reasonable suggestions may be included in the essay.</p> <p>Since the essay indicates 'how far' live performance is essential there is a need for some exploration of whether it is essential requirement or whether an artist can become successful without live exposure.</p>	<p>Assessment Objectives Balance</p> <table border="1" data-bbox="1601 279 2063 352"> <thead> <tr> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>10</td> <td>6</td> <td>6</td> <td>30</td> </tr> </tbody> </table> <p>Level 5 (25-30 Marks)</p> <ul style="list-style-type: none"> very good understanding of how live performance enables an artist to achieve greater success very good discussion of live performances very good consideration of the extent to which live performance is preferable and the limitations that it presents very good communication with very clear, concise organisation and expression. <p>Level 4 (19-24 Marks)</p> <ul style="list-style-type: none"> good understanding of how live performance enables an artist to achieve greater success good discussion of live performances good consideration of the extent to which live performance is preferable and the limitations that it presents good communication with clear organisation and expression. <p>Level 3 (13-18 Marks)</p> <ul style="list-style-type: none"> adequate understanding of how live performance enables an artist to achieve greater success adequate discussion of live 	AO1	AO2	AO3	AO4	Total	8	10
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Section C: The Social Domain

Question		Answer/Indicative content	Mark	Guidance														
5	a	<p>Reasons for a decline in membership may include:</p> <ul style="list-style-type: none"> • a lack of public interest in the big parties • more concern for single issues • the cost of becoming a member • the dangers of being associated with one particular party in terms of social life and employment • a feeling that many of the parties have gone too far in their pursuit of their ideals for their existence to be credible and worthy of public support. <p>'Terminal' suggests that their extinction is inevitable and that there is no going back to wide popularity and large membership.</p> <p>Credit any other reasonable answer.</p>	3	<p>Assessment Objectives Balance</p> <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>5ai</td> <td>1</td> <td>2</td> <td>0</td> <td>0</td> <td>3</td> </tr> </tbody> </table> <p>Award one mark for a reason and up to two marks for supporting statements.</p>		AO1	AO2	AO3	AO4	Total	5ai	1	2	0	0	3		
		AO1	AO2	AO3	AO4	Total												
5ai	1	2	0	0	3													
b	<p>i</p> <p>The customary ideas and behaviour of a person that gives them their individual image and standing. The feeling of belonging to a group of like-minded people that can be linked to social class, ethnicity, generation, locality. It is usually accompanied by respect as well as status in the community. For example, there is the stereotype that many Labour supporters are proud of their working-class origins, and that Scottish/Nationalists are proud of their national heritage.</p> <p>ii</p> <p>Cynical implies distrusting and disparaging of a person's motives and can involve a sense of contempt. Add to this the idea of being disillusioned and the meaning extends to include a lack of conviction and belief in the person. Examples might include the Lib-Dem U-turn on tuition fees or the behaviour of some politicians that might leave voters doubting their suitability and integrity.</p>	<p>9 (2)</p> <p>Assessment Objectives Balance</p> <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>5bi ii iii</td> <td>6</td> <td>0</td> <td>0</td> <td>3</td> <td>9</td> </tr> </tbody> </table> <p>Award up to two marks for each separate explanation. No part of the question can be awarded more than two marks. Communication marks are awarded for overall clarity across all three parts.</p> <p>(2)</p> <p>Communication</p> <table border="1"> <tbody> <tr> <td>3</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>2</td> <td>Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.</td> </tr> </tbody> </table>		AO1	AO2	AO3	AO4	Total	5bi ii iii	6	0	0	3	9	3	A very clear response making a case with facility, using a range of appropriate expression and without technical errors.	2	Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.
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2	Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.																	

Question	Answer/Indicative content	Mark	Guidance								
	<p>Oxfam Friends of the Earth</p> <p>Positive characteristics of pressure groups:</p> <ul style="list-style-type: none"> • they raise public awareness (e.g. Fathers for Justice) • their huge numbers of members exceed the membership of political parties and therefore exert more influence • as a single action group, they usually have considerable skill and expertise in the area that they are interested • they can give governments ideas and new perspectives to consider • they invariably have quite prominent and influential people involved in their activities and supporting their cause (academics, high-profile public figures such as entertainers) <p>Negative characteristics of pressure groups</p> <ul style="list-style-type: none"> • their biased views give imbalanced opinion of a case as they only promote one side of the argument • they are essentially undemocratic and unelected individuals and/or groups • they mostly fail to state an objective, balanced argument • they may resort to undesirable tactics including breaking the law; this is a common way of them making their voice heard • their views invariably represent only a small proportion of the population. <p>A very good response will involve the citing of positive and negative features that are developed and given clarity perhaps by citing a contemporary or historical example.</p>		<p>and examples.</p> <ul style="list-style-type: none"> • 3-4 Marks an adequate outline and discussion positive and negative aspects of pressure groups with adequate supporting ideas and examples. • 1-2 Marks a limited outline and discussion of positive and negative aspects of pressure groups with a limited number of supporting ideas and examples. <p>A maximum of 5 marks is available for content if only one part of the question is covered. Assessors may use their discretion in the awarding of marks for ideas that are not included in the mark scheme.</p> <p>Communication</p> <table border="1" data-bbox="1279 791 2072 1169"> <tr> <td data-bbox="1279 791 1352 892">3</td> <td data-bbox="1352 791 2072 892">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 892 1352 992">2</td> <td data-bbox="1352 892 2072 992">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 992 1352 1093">1</td> <td data-bbox="1352 992 2072 1093">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 1093 1352 1169">0</td> <td data-bbox="1352 1093 2072 1169">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>The appropriate AO4 mark should be stamped on to the page at the end of the written answer.</p>	3	A very clear response making a case with facility, using a range of appropriate expression and without technical errors.	2	Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.	1	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.	0	This is awarded for no response or when the answer is totally incorrect.
3	A very clear response making a case with facility, using a range of appropriate expression and without technical errors.										
2	Most of the response is clear though some aspects may remain unclear due to technical errors that hinder understanding.										
1	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.										
0	This is awarded for no response or when the answer is totally incorrect.										

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"> considering whether the UK should remain a member of the EU considering whether the UK should leave the EU. <p>Arguments for staying in the EU</p> <ul style="list-style-type: none"> lower price of goods as there is a single market-free trade amongst members without additional taxation freedom of movement from one country to another more jobs generated no loss of cultural identity a common currency development of deprived areas and regions a louder voice as it speaks for a vast number of people protection of workers through EU directives on such things as holidays, working hours the promotion of peace throughout the continent. <p>Arguments for leaving the EU</p> <ul style="list-style-type: none"> cost – sharing wealth (in the case of the larger countries) is not always successful or fair communication barriers due to the many languages spoken can take power from governments, 	30	<p>The key arguments on both sides of the case are given though there may be others that are equally valid and creditable. It is important that the points are introduced, explained and developed. A simple list of ideas representing both sides would not reach the high mark levels.</p> <p>A very good essay might examine an idea and explore its limitations or speculate other possibilities.</p> <p>Candidates may also relate their views to those expressed by the main political parties and/or the yes/no lobbies. By placing ideas in context, the essay may potentially reach the high mark levels.</p>	<p>Assessment Objectives Balance</p> <table border="1" data-bbox="1608 347 2060 422"> <thead> <tr> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>10</td> <td>6</td> <td>6</td> <td>30</td> </tr> </tbody> </table> <p>Level 5 (25-30 Marks)</p> <ul style="list-style-type: none"> very good knowledge of the EU membership debate very good discussion examining both sides of the issue with very clear examples and very good development of ideas very good consideration of the reasons for leaving or remaining an EU member with very good examination of the limits of each point of view very good communication with very clear, concise organisation and expression. <p>Level 4 (19-24 Marks)</p> <ul style="list-style-type: none"> good knowledge of the EU membership debate good discussion examining both sides of the issue with good examples and good development of ideas good consideration of the reasons for leaving or remaining an EU member with good examination of the limits of each point of view good communication with clear organisation and expression. 	AO1	AO2	AO3	AO4	Total	8	10	6	6	30
AO1	AO2	AO3	AO4	Total										
8	10	6	6	30										

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>particularly in the case of smaller countries</p> <ul style="list-style-type: none"> • not all the common policies are efficient • problems of a single currency and its relative value • overcrowding (freedom of movement means some cities have become over-populated due to their popularity within the union) <p>For information, the 28 members of the EU are: Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, and the U.K.</p>			<p>Level 3 (13-18 Marks)</p> <ul style="list-style-type: none"> • adequate knowledge of the EU membership debate • adequate discussion examining both sides of the issue with some examples and some development of ideas • adequate consideration of the reasons for leaving or remaining an EU member with adequate examination of the limits of each point of view • adequate communication with adequate organisation and expression. <p>Level 2 (7-12 Marks)</p> <ul style="list-style-type: none"> • limited knowledge of the EU membership debate • limited discussion of the issue with few examples and limited development of ideas • limited consideration of the reasons for leaving or remaining an EU member with limited understanding of different views • limited communication with limited organisation and weak expression. <p>Level 1 (1- 6 Marks)</p> <ul style="list-style-type: none"> • very limited knowledge of the EU membership debate • very limited discussion with very few (if any) examples and any development of ideas • very limited consideration of

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						reasons for leaving or remaining an EU member • very limited communication with very limited organisation and very weak expression.

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
7	<p>The question involves:</p> <ul style="list-style-type: none"> • understanding why the UK is one of the world's most popular tourist destinations • an understanding of why some UK people would like to spend their holiday abroad. <p>Why is the UK so popular for tourists?</p> <ul style="list-style-type: none"> • the Royal Family • one of the great seats of democracy (the Houses of Parliament) • landscapes (Lake District, Snowdonia, Hebrides, Jurassic Coast) • cities and towns with great historical backgrounds • long and rich history (Stonehenge, the Vikings, the Romans, royal dynasties) • traditions (like pubs, eccentric events) • museums and galleries • shopping (world reputation for design, quality and value) • theatre and music (The West End, The Beatles experience, Harry Potter) • sporting events (Wimbledon, The Grand National, Six Nations, Cowes, Ascot) • heritage sites (The Eden Project) • architecture (castles, cathedrals) • great seats of learning (Oxford and Cambridge) • literature (Shakespeare and Stratford, Chaucer and Canterbury, Bronte and Haworth) • many travellers believe that the UK 	30	<p>There are two parts to the essay: why is the UK such a popular destination? Why do UK people still prefer to travel abroad for their holidays?</p> <p>The first part of the question will carry more weight and will likely be more extensive than the second part.</p> <p>A list of reasons without explanation would not reach the high levels of marks. Very good essays will include justification for the points made and some examination of the reasons in the present context or from personal experience.</p>	<p>Level 5 (25-30 Marks)</p> <ul style="list-style-type: none"> • very good knowledge of the UK's popularity as a tourist destination • very good discussion of the reasons for the UK's popularity with very clear examples; very good understanding of the reasons for people wishing to take holidays abroad • very good exploration of the limitations of the reasons presented with very good support from personal experience or speculative analysis • very good communication with very clear, concise organisation and expression. <p>Level 4 (19-24 Marks)</p> <ul style="list-style-type: none"> • good knowledge of the UK's popularity as a tourist destination • good discussion of the reasons for the UK's popularity with very clear examples; good understanding of the reasons for people wishing to take holidays abroad • good exploration of the limitations of the reasons presented with good support from personal experience or speculative analysis • good communication with clear organisation and expression.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>always offers very good value for their money and a good rate of exchange.</p> <p>Why do some of the UK population prefer to holiday overseas?</p> <ul style="list-style-type: none"> • superior climate • the strength of the pound • the 'all-inclusive' nature of the experience • resorts geared to party culture • meeting new people and sharing in a new culture-getting a new outlook on things • adventure –exploring some of the world's more challenging places – doing something extraordinary • seeing some of the world's beautiful and iconic places. 			<p>Level 3 (13-18 Marks)</p> <ul style="list-style-type: none"> • adequate knowledge of the UK's popularity as a tourist destination • adequate discussion of the reasons for the UK's popularity with some examples; some understanding of the reasons for people wishing to take holidays abroad • adequate exploration of the limitations of the reasons presented with some support from personal experience or speculative analysis • adequate communication with adequate organisation and expression. <p>Level 2 (7-12 Marks)</p> <ul style="list-style-type: none"> • limited knowledge of the UK's popularity as a tourist destination • limited discussion of the reasons for the UK's popularity with very few examples; limited understanding of the reasons for people wishing to take holidays abroad • limited exploration of the reasons presented with little or no personal experience or speculative analysis • limited communication with limited organisation and expression. <p>Level 1 (1- 6 Marks)</p> <ul style="list-style-type: none"> • very limited knowledge of the UK's popularity as a tourist destination

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<ul style="list-style-type: none"> • very limited discussion of the reasons for the UK’s popularity with few or no examples; very limited understanding, if any, of the reasons for people wishing to take holidays abroad • very limited exploration of the reasons presented • very limited communication with very limited organisation and expression.

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
8	<p>The question involves:</p> <ul style="list-style-type: none"> • an understanding of state school curriculum in the UK • an exploration of whether state schools should create their own curriculum. <p>State schools are expected to follow the National Curriculum which was introduced in 1988. It has undergone several changes by successive governments.</p> <p>The UK government's definition:</p> <p><i>'The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.'</i></p> <p>Compulsory national curriculum subjects at KS2 are:</p> <ul style="list-style-type: none"> • English • maths • science • design and technology • history • geography • art and design • music • PE, including swimming • computing • ancient and modern foreign languages (at key stage 2) 	30	<p>The essay requires a balanced response. All students have experienced the National Curriculum at some stage of their education. It is only recently that Academies have had the option to abandon or modify their approach to the National Curriculum. In reality, most have continued to teach a curriculum loosely based on the national agreed format as it leads the single examinations system.</p> <p>A very good essay needs to consider both options and will reveal a very good understanding of the subjects taught and the limitations of the system.</p> <p>Weaker essays may contain fanciful lists of subjects that should be taught but the overall approach is one that is impractical.</p>	<p>Level 5 (25-30 Marks)</p> <ul style="list-style-type: none"> • very good knowledge of the National Curriculum and an alternative curriculum • very good discussion of opposing views with very clear examples in relation to the characteristics that make one system successful with very clearly developed ideas • very good consideration of limitations of each system with very clear exploration of a personal standpoint • very good communication with very clear, concise organisation and expression. <p>Level 4 (19-24 Marks)</p> <ul style="list-style-type: none"> • good knowledge of the National Curriculum and an alternative curriculum • good discussion of opposing views with clear examples in relation to the characteristics that make one system successful with very clearly developed ideas • good consideration of limitations of each system with good exploration of a personal standpoint • good communication with clear organisation and expression. <p>Level 3 (13-18 Marks)</p> <ul style="list-style-type: none"> • adequate knowledge of the National Curriculum and an alternative curriculum

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	<p>Schools must provide religious education but parents can ask for their children to be taken out of the whole lesson or part of it.</p> <p>Schools often also teach:</p> <ul style="list-style-type: none"> • personal, social and health education (PSHE) • citizenship • modern foreign languages (KS 1). <p>Compulsory national curriculum subjects at KS3 are:</p> <ul style="list-style-type: none"> • English • maths • science • history • geography • modern foreign languages • design and technology • art and design • music • physical education • citizenship • computing. <p>During key stage 4 most pupils work towards national qualifications - usually GCSEs. The compulsory national curriculum subjects are the 'core' and 'foundation' subjects.</p> <p>Core subjects are:</p> <ul style="list-style-type: none"> • English • maths • science <p>Foundation subjects are:</p>			<ul style="list-style-type: none"> • adequate discussion of opposing views with some examples in relation to the characteristics that make one system successful with some developed ideas • adequate consideration of limitations of each system with some exploration of a personal standpoint • adequate communication with adequate organisation and expression. <p>Level 2 (7-12 Marks)</p> <ul style="list-style-type: none"> • limited knowledge of the National Curriculum and an alternative curriculum • limited discussion of opposing views with few examples in relation to the characteristics that make one system successful with few developed ideas • limited consideration of of each system with limited exploration of any personal standpoint • limited communication with limited organisation and expression. <p>Level 1 (1- 6 Marks)</p> <ul style="list-style-type: none"> • very limited knowledge of the National Curriculum and an alternative curriculum • very limited discussion of opposing views with very limited examples in relation to any characteristics of either system

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
	<ul style="list-style-type: none"> • computing • physical education • citizenship. <p>Schools must also offer at least one subject from each of these areas:</p> <ul style="list-style-type: none"> • arts • design and technology • humanities • modern foreign languages <p>They must also provide religious education (RE) and sex education at key stage 4.</p> <p>National Curriculum advantages that support its existence:</p> <ul style="list-style-type: none"> • standardised system and organisation across the country • provide equal entitlement for all children irrespective of their background • allows for continuity and progression year on year • its national profile promotes public confidence • easier collaboration between schools and teacher colleagues • represents an agreement of broad educational principles for the nation • less costly as there is a standard approach. <p>National Curriculum disadvantages that might lead to alternative approaches:</p> <ul style="list-style-type: none"> • too prescriptive • becomes an ideal for society and does not consider individual choices and 			<ul style="list-style-type: none"> • very limited consideration of each system with very limited or no exploration of a personal standpoint • very limited communication with very limited organisation and expression.

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>needs</p> <ul style="list-style-type: none"> • stifles curriculum development as remains within a pre-defined set of subjects and content • not all schools (or the areas where they are situated) are the same • no flexibility – must follow the same subject choices • differences and imbalance on what the subject content should be and how much should be taught from school to school. 			

APPENDIX 1

	AO1	AO2	AO3	AO4	Total
1a	2	2	0	0	4
1b	6	0	0	3	9
1ci	1	1	0	0	2
1cii	1	1	0	0	2
1c	6	4	0	3	13
2,3,4	8	10	6	6	30
5a	1	2	0	0	3
5bi ii iii	6	0	0	3	9
5c	3	3	0	0	4
5d	6	3	0	3	14
6,7,8	8	10	6	6	30
	48	36	12	24	120

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