



**GCE**

**General Studies**

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

Advanced GCE

**Mark Scheme for June 2018**

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.

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## Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Positive
	Negative
	0 marks for AO4
	1 mark for AO4
	2 marks for AO4
	3 marks for AO4
	4 marks for AO4
	Point worthy of credit
	Incorrect
	Development
	Example / reference
	Evaluation
	Loss of/uneven Focus
	Not answering the question

**Subject-specific Marking Instructions****Crossed out responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Longer answer questions (requiring a developed response)**

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response, and have not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. (The underlying assumption is that such candidates have penalised themselves by attempting more questions than necessary in the time allowed.)

**Guidance****Section A****Questions 1 – 4**

- use ticks to indicate valid points. The number of ticks should not exceed the number of marks available for the question. Ticks do not necessarily mean that a mark has been awarded. Other annotation markings may be used
- advice on the awarding of AO4 marks (Communication) can be found in the mark scheme for each question.

**Section B****Questions 5 – 7 (choose one)**

- read and annotate the candidate's response using the question specific annotations. Annotation may be placed in the margin or in the body of the script. Please do not obscure any words written by the candidate
- review your annotation, and then consider in which level the answer is located

- consider its position within the level and allocate a mark
- ticks should be used in the marking of essays only to indicate a point worthy of credit. They should not be used as a way of acknowledging that part of the essay has been read. The use of other agreed annotation will combine with ticks to provide an indication of the level each answer. 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.
- as the rubric prescribes that candidates must write in continuous prose an answer presented as a series of bullet points will only be awarded a **maximum of Level 3**.

### Assessment Objectives

There are four assessment objectives:

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

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

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

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

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

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

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

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

Note that in Section A, marks for Communication are awarded separately and added at the end of the written answer using the mark stamps. The following tables should be used in the allocation of marks. Further information can be found in the guidance given for 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 for 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 for when the answer is totally incorrect.

SECTION A

	Answer	Marks	Guidance																		
1	<p>The question involves:</p> <ul style="list-style-type: none"> <li>making a choice from three alternatives to mainstream religion</li> <li>considering how this choice challenges mainstream religion by examining its meaning.</li> </ul> <p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>people can live an honest, meaningful life without following a formal religious creed</li> <li>rejection of religion in favour of the advancement of humanity by its own efforts without a god</li> <li>a non-religious philosophy, based on liberal human values.</li> </ul> <p><b>Ways of challenging</b> may include:</p> <ul style="list-style-type: none"> <li>not believing God exists</li> <li>Jesus was a man therefore died and remained dead</li> <li>the name ‘God’ has no special or reverential meaning as there is no belief in god</li> <li>creation is a scientific fact; evolution is the only explanation of life</li> <li>since the only life is physical life, do and gain as much as possible while it lasts (as there is no other life such as the after-life)</li> <li>believing that religious books are the work of men not God.</li> </ul>	10	<p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1124 312 1944 384"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p><b>Content</b></p> <p><b>7- 8 marks</b> Very good explanation of alternatives and challenges. Very good justification offered with clear reference to both views. Points are well-supported and fully developed.</p> <p><b>5-6 marks</b> Good explanation of alternatives and challenges. Good justification offered regarding both views. Points are supported and developed.</p> <p><b>3-4 marks</b> Adequate explanation of alternatives and challenges. Adequate justification offered with some reference to both views. Points are partially supported and developed.</p> <p><b>1-2 marks:</b> Limited explanation of alternatives and challenges. Limited justification offered with limited reference to both views. Points lack any support and development</p> <p><b>Communication</b></p> <table border="1" data-bbox="1124 1165 2018 1374"> <tbody> <tr> <td><b>2 marks</b></td> <td>A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td><b>1 mark</b></td> <td>A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td><b>0 marks</b></td> <td>This is awarded for no response or when the answer is totally incorrect.</td> </tr> </tbody> </table>	Question	AO1	AO2	AO3	AO4	Total	1	2	6	0	2	10	<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.
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<p><b>Nationalism</b></p> <ul style="list-style-type: none"> <li>• promotes unity and power through having the same values and identity (this could be language, culture or history)</li> <li>• having a clear definition or identity both within and outside borders</li> <li>• promotes unity but can be several smaller groups working separately with some different aims to the majority.</li> </ul> <p><b>Ways of challenging</b> may include:</p> <ul style="list-style-type: none"> <li>• being a single belief system for the state or country whereas religion can divide a nation</li> <li>• the country and its traditions are the symbols of power (man-made, physical and immediate) therefore more believable than god that is invisible and has no physical presence</li> <li>• the difference between love, pride and compassion versus the quest for power and supremacy</li> <li>• religion tries to heal social conflict whereas nationalism exploits tensions for their cause.</li> </ul> <p><b>Hedonism</b></p> <ul style="list-style-type: none"> <li>• pleasure and happiness are the most important things in life</li> <li>• pleasure is the master of all humankind</li> <li>• pleasure should far surpass pain.</li> </ul> <p><b>Ways of challenging</b> may include:</p> <ul style="list-style-type: none"> <li>• being self-serving rather than for the greater good of the human race</li> <li>• religious love is universal rather than a love that is dependent on the receipt of a pleasurable experience that may be short-lived not prolonged</li> </ul>		<p>Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content.</p> <p>Max <b>4 marks</b> for content if only one challenge is chosen.</p> <p> for identified challenge</p> <p><b>DEV</b> for development</p>

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	<ul style="list-style-type: none"> <li>hedonists live for today whereas religious believers cope with the stresses and pain of the present will be rewarded by God in an after-life</li> <li>there are no rules or codes other than the central pursuit of pleasure.</li> </ul> Other reasoned answers may be awarded credit.																				
2	<p>The question involves: identifying three differences between the two approaches to research or investigation.</p> <p>The images present a contrasting message:  <b>FACTS</b> (what conclusions can be drawn)  <i>versus</i>  <b>CONCLUSIONS</b> (what facts support them.)</p> <p><b>Scientific method:</b></p> <ul style="list-style-type: none"> <li>a method of enquiry based on evidence acquired from logical reasoning</li> <li>involves a cycle of events leading to the development of theories</li> <li>theories are formulated, modified and thoroughly tested</li> <li>a conclusion is reached.</li> </ul> <p><b>Creationism, or Intelligent Design</b></p> <ul style="list-style-type: none"> <li>the religious belief that a higher power is responsible for everything that exists today</li> <li>the result of supernatural intervention</li> <li>religious beliefs, such as creationism, are accepted on faith</li> <li>beliefs cannot be tested or investigated.</li> </ul>	10	<p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1126 549 1944 619"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p><b>Content</b>  <b>6-8 marks</b>            Very good/good identification of three differences with clear explanations.</p> <p><b>3-5 marks</b>            Good/adequate identification of three differences and with good/adequate explanations.</p> <p><b>1-2 marks</b>            Basic explanation of three differences (or fewer) with little explanation.</p> <p>If <b>two</b> differences are given, the maximum content mark will be <b>5</b>.</p> <p><b>Communication</b></p> <table border="1" data-bbox="1126 1153 1951 1394"> <tbody> <tr> <td><b>2 marks</b></td> <td>A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td><b>1 mark</b></td> <td>A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td><b>0 marks</b></td> <td>This is awarded for no response or when the answer is totally incorrect.</td> </tr> </tbody> </table>	Question	AO1	AO2	AO3	AO4	Total	2	2	6	0	2	10	<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.
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	<p>The illustration might be interpreted literally offering contrasting views of the <i>participants</i> which may lead to a partially successful evaluation of differences between the two methods. In this case a maximum of 5 marks for content may be awarded.</p> <p>Candidates may construct answers that involve both the use of the illustration and their own knowledge.</p>		<p>Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content.</p> <p> for identified difference <span style="border: 1px solid red; padding: 0 2px;">DEV</span> for development</p>																		
<p><b>3</b></p>	<p>The question involves:</p> <ul style="list-style-type: none"> <li>choosing <b>one</b> of the media sources: social media, on-line news, newspapers, television</li> <li>evaluating the reliability of information provided by <b>one</b> media source</li> <li>focusing on the giving of information during an Election.</li> </ul> <p><b>Values</b> are related to the political candidates but these can also be related to a political party.  <b>Opinions</b> are related to other people’s views of the parties, their policies and candidates.  <b>Policies</b> are specific party policies.</p> <p>Ideas that may emerge include:</p> <ul style="list-style-type: none"> <li>the role of the media is changing, not just in elections, but in other areas of life</li> <li>on-line news sources, and social media are most popular for opinion due to their being interactive and an open, free forum, particularly in the case of blogs</li> <li>the traditional print media is becoming a minor player though in the case of policies a written document continues to have more power and purpose</li> <li>young people rely almost totally on online news and social media sources for information as they see it as immediate, instant and somehow more reliable</li> </ul>	<p><b>10</b></p>	<p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1124 555 1944 630"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>6</td> <td>0</td> <td>2</td> <td>10</td> </tr> </tbody> </table> <p><b>Content</b></p> <p><b>6-8 marks</b>                      Very good/good outline of the reliability of one of the media sources with clear explanations.</p> <p><b>3-5 marks</b>                      Good/adequate outline of the reliability of one of the media sources with good/adequate explanations.</p> <p><b>1-2 marks</b>                      Limited outline of the reliability of one of the media sources with little explanation.</p> <p><b>Communication</b></p> <table border="1" data-bbox="1124 1157 1951 1401"> <tbody> <tr> <td><b>2 marks</b></td> <td>A clear response that communicates ideas succinctly and without technical errors.</td> </tr> <tr> <td><b>1 mark</b></td> <td>A response that shows a basic understanding but may contain some ambiguity and technical errors.</td> </tr> <tr> <td><b>0 marks</b></td> <td>This is awarded for no response or when the answer is totally incorrect.</td> </tr> </tbody> </table>	Question	AO1	AO2	AO3	AO4	Total	3	2	6	0	2	10	<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.
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	<ul style="list-style-type: none"> <li>there is a clear decline in TV as a source of news as it can be recorded and therefore edited but this may be used for a visual confirmation of events (even though these may be censored or edited in some way)</li> <li>older people may use newspapers and magazines for everything by listening to commentators and reading columnists whom they find to be eminent and trustworthy</li> <li>newspapers can have political allegiance and therefore people may read them (or not) for this reason.</li> </ul> <p><b>Reliability</b> of news information depends on:</p> <ul style="list-style-type: none"> <li>accuracy</li> <li>information being up to date</li> <li>conciseness</li> <li>its importance</li> <li>expertise of reporting.</li> </ul>		<p>Where there are AO4 marks available the mark awarded for AO4 must not exceed the mark for content.</p> <p>Max <b>4 marks</b> for content if no evaluation</p> <p>Max <b>5 marks</b> for content if one-sided</p> <p> for evaluative point <span style="border: 1px solid red; padding: 0 2px;">DEV</span> for development</p>												
4	<p>The question involves:</p> <ul style="list-style-type: none"> <li>choosing one of the roles cited in the question</li> <li>evaluating how personal beliefs and ethics can affect decision making</li> <li>using examples to support the answer.</li> </ul> <p>Many possible <i>cultural, scientific and social</i> issues may arise and apply to any of the four professions. These should be awarded credit on their merits. Points made should be developed and explained in full with the use of examples.</p>	20	<p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1126 1015 1944 1086"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>7</td> <td>7</td> <td>2</td> <td>4</td> <td>20</td> </tr> </tbody> </table> <p><b>Content</b></p> <p><b>Level 4 (13 – 16 marks)</b></p> <ul style="list-style-type: none"> <li>very good selection of ideas</li> <li>very good development and explanation of viewpoints</li> <li>very good examples cited with very clear evaluation</li> <li>very good sense of balance and understanding of the limits of the viewpoints.</li> </ul>	Question	AO1	AO2	AO3	AO4	Total	4	7	7	2	4	20
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<p><b>Ethics and values</b> may include reference to:</p> <ul style="list-style-type: none"> <li>• selfless commitment</li> <li>• courage</li> <li>• discipline</li> <li>• integrity</li> <li>• loyalty</li> <li>• respect for others</li> <li>• acting within the law</li> <li>• maintaining agreed, professional standards.</li> <li>• independence</li> <li>• impartiality</li> <li>• integrity</li> <li>• prudence and discretion</li> <li>• diligence and caution</li> <li>• respect and the ability to listen to others</li> <li>• equality of treatment and competence</li> <li>• wisdom</li> <li>• loyalty</li> <li>• humanity</li> <li>• courage</li> <li>• competence</li> <li>• good listening and communication skills</li> <li>• open-mindedness.</li> <li>• compassion</li> <li>• service to fellow man</li> <li>• altruism</li> <li>• trustworthiness.</li> </ul> <p>Personal factors may include:</p> <ul style="list-style-type: none"> <li>• political allegiance</li> <li>• religion</li> <li>• extent of personal experience</li> <li>• limits of tolerance.</li> </ul>		<p><b>Level 3 (9 – 12 marks)</b></p> <ul style="list-style-type: none"> <li>• good selection of ideas</li> <li>• good development and explanation of viewpoints</li> <li>• good examples cited with good evaluation</li> <li>• good sense of balance and understanding of the limits of the viewpoints.</li> </ul> <p><b>Level 2 (5 – 8 marks)</b></p> <ul style="list-style-type: none"> <li>• adequate selection of ideas</li> <li>• adequate development and explanation of viewpoints</li> <li>• adequate examples cited with some evaluation</li> <li>• adequate sense of balance and understanding of the limits of the viewpoints.</li> </ul> <p><b>Level 1 (0 – 4 marks)</b></p> <ul style="list-style-type: none"> <li>• limited selection of ideas</li> <li>• limited development and explanation of viewpoints</li> <li>• limited examples cited, if any</li> <li>• limited sense of balance and understanding of the limits of the viewpoints.</li> </ul>

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	<p>Each profession may encounter any number or combination of values. Explanations would only be effective if examples are included.</p>		<p><b>Communication</b></p> <table border="1"> <tr> <td data-bbox="1122 268 1326 371"><b>4 marks</b></td> <td data-bbox="1326 268 1951 371">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="1122 371 1326 475"><b>3 marks</b></td> <td data-bbox="1326 371 1951 475">A clear response that makes the case clearly using good expression and the minimum of errors.</td> </tr> <tr> <td data-bbox="1122 475 1326 611"><b>2 marks</b></td> <td data-bbox="1326 475 1951 611">Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.</td> </tr> <tr> <td data-bbox="1122 611 1326 715"><b>1 mark</b></td> <td data-bbox="1326 611 1951 715">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="1122 715 1326 786"><b>0 marks</b></td> <td data-bbox="1326 715 1951 786">This is awarded for no response for when the answer is totally incorrect.</td> </tr> </table>	<b>4 marks</b>	A very clear response making a case with facility, using a range of appropriate expression and without technical errors.	<b>3 marks</b>	A clear response that makes the case clearly using good expression and the minimum of errors.	<b>2 marks</b>	Some aspects of the response remain unclear though the general ideas are reasonably clear with some technical errors that hinder understanding.	<b>1 mark</b>	The response is unclear and it is difficult to follow the sense of the argument(s) presented. There are many technical errors.	<b>0 marks</b>	This is awarded for no response for when the answer is totally incorrect.
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## SECTION B

	Answer	Marks	Guidance												
5	<p><i>'Analyse and discuss the ways in which popular culture has played a major role in the globalisation of the Arts.'</i></p> <p>The question involves:</p> <ul style="list-style-type: none"> <li>• an understanding of the terms popular culture and globalisation</li> <li>• identifying how popular culture has been involved in the globalisation of the Arts</li> <li>• analysis and discussion of the ways this has taken place.</li> </ul> <p><b>Indicative content</b></p> <p><b>Popular Culture</b> has its origins in everyday life and is the culture of ordinary people rather than those who are educated and privileged. It most commonly includes: entertainment (movies, music, television, games), sports, news (as in people/places in news), politics, fashion/clothes, technology, and slang. Popular culture is regarded as being trivial and unimportant; it is heavily criticised by religions as having a negative influence on people and their attitudes to life. It has also been regarded as being consumerist, sensationalist and corrupt.</p> <p><b>Globalisation</b> is where economies, industries, markets, cultures and policy-making are becoming interlinked and intertwined through expansion and awareness. This is not just the spread of materials and commodities but also ideas and ways of thinking, living and the dissemination of knowledge. Improvements in communications, transport and infrastructure have seen globalisation speed up to an unprecedented rate.</p>	50	<p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1256 347 2047 416"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p><b>Level 5 (41-50 marks)</b></p> <ul style="list-style-type: none"> <li>• very good knowledge and understanding of popular culture and its role in globalisation</li> <li>• very good analysis and evaluation of the role of popular culture using a wide range of reasoning</li> <li>• very good exploration of limits and consequences of globalisation from several different perspectives</li> <li>• very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (31-40 marks)</b></p> <ul style="list-style-type: none"> <li>• good knowledge and understanding of popular culture and its role in globalisation</li> <li>• good analysis and evaluation of the role of popular culture using a range of reasoning</li> <li>• good exploration of the limits and consequences of globalisation from different perspectives</li> <li>• good communication with good, concise organisation and expression.</li> </ul> <p><b>Level 3 (21- 30 marks)</b></p> <ul style="list-style-type: none"> <li>• adequate knowledge and understanding of popular culture and its role in globalisation</li> <li>• adequate analysis and evaluation of the role of popular culture using some reasoning</li> <li>• adequate exploration of the limits and consequences of globalisation from some perspectives</li> </ul>	Question	AO1	AO2	AO3	AO4	Total	5	7	25	8	10	50
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<p>Some points for consideration include:</p> <ul style="list-style-type: none"> <li>• television and films can portray certain cultures in a positive or negative way; some countries censor or block films and TV from certain countries due to their negative values</li> <li>• television that has a global reach can often influence people's judgements and opinions</li> <li>• the internet has become available globally and has enormous reach; You Tube and Netflix are incredible sources of cultural diversity</li> <li>• many popular musicians use social media via the internet to reach their fan base; some of the newest music is launched exclusively on the internet and through social media</li> <li>• the US and UK dominate the popular music market; their global influence is being seen in other countries; a country's individuality is becoming less due to the dominance of these two major players</li> <li>• the ability to research using the internet puts people in touch with other distant cultures that they have never experienced and expands partnerships and relations as well as promoting understanding and tolerance</li> <li>• video game sales and availability are global; on-line playing of games links people of different cultures through the games played; the spreading of games culture is creating wider links and friendships across continents</li> <li>• museums worldwide have always displayed artwork from different cultures allowing people to encounter new styles and forms</li> <li>• galleries and auctions have always sold popular artwork to a wide range of buyers worldwide</li> <li>• museums around the world have collaborated for a long time by loaning and sharing their most well-known (popular) pieces with other museums for special exhibits and shows; this global link has popularised works of art.</li> </ul>		<ul style="list-style-type: none"> <li>• adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (11-20 marks)</b></p> <ul style="list-style-type: none"> <li>• limited knowledge and understanding of popular culture and its role in globalisation</li> <li>• limited analysis and evaluation the role of popular culture using limited reasoning</li> <li>• limited exploration of the limits and consequences of globalisation from different perspectives</li> <li>• limited communication with limited organisation and expression.</li> </ul> <p><b>Level 1 (0-10 marks)</b></p> <ul style="list-style-type: none"> <li>• very limited knowledge and understanding of popular culture and its role in globalisation</li> <li>• very limited analysis and evaluation the role of popular culture</li> <li>• very limited exploration, if any, of the limits and consequences of globalisation</li> <li>• very limited communication with limited organisation and expression.</li> </ul>

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	<ul style="list-style-type: none"> <li>iconic figures in the Arts (performers, artists, producers, writers, designers, architects) have played a major role in globalisation and have usually established a new style or genre in the process.</li> </ul> <p>The essay needs to discuss how examples of the Arts in a local, parochial setting evolve into a form that has global significance, stature and influence over people. This might be the journey of an individual artist or the evolution of a style or genre that reaches its zenith through global exposure and popularity. The views expressed may be positive or negative or a mixture of both.</p>														
6	<p><i>“Technology is a useful servant but also a dangerous master.” To what extent do you agree with this view of technology’s influence on the world today?</i></p> <p>The question involves:</p> <ul style="list-style-type: none"> <li>considering the positive influences and effects of technology today</li> <li>considering the negative influences and effects of technology today</li> <li>an evaluation of technology’s impact on the world today from both perspectives</li> <li>candidates may interpret the quotation (though this is not compulsory).</li> </ul> <p><b>Indicative Content</b></p> <p>The quotation is essentially concerned with two factors: <i>‘usefulness’ and ‘danger’</i>. Technology is also referred to as <i>‘master’</i> which implies expertise and strength but could also be interpreted as dominance and a controller. Technology in the 21<sup>st</sup> century involves:</p>	50	<p><b>Assessment Objective Balance</b></p> <table border="1" data-bbox="1256 722 2069 794"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p><b>Level 5 (41-50 marks)</b></p> <ul style="list-style-type: none"> <li>very good knowledge and understanding of the position that technology holds in today’s world</li> <li>very good analysis and evaluation of both the strengths and dangers of technology with strong support and explanation</li> <li>very clear consideration of a range of viewpoints and very clear evaluation of the limits and consequences of technology’s growth and position</li> <li>very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (31-40 marks)</b></p> <ul style="list-style-type: none"> <li>good knowledge and understanding of the position that technology holds in today’s world</li> <li>good analysis and evaluation of both the strengths and dangers of technology with support and explanation</li> </ul>	Question	AO1	AO2	AO3	AO4	Total	5	7	25	8	10	50
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<ul style="list-style-type: none"> <li>• people living in the era of complex and advanced systems and processes; every part of our daily life is related to technology in one or other way</li> <li>• people having access to better facilities and even better luxuries than their forefathers with the help of increased technology</li> <li>• it not being confined to any one sector; many industries and different sectors of society are developing new technologies according to their needs and requirements.</li> </ul> <p>Some <b>advantages</b> that technology brings include:</p> <ul style="list-style-type: none"> <li>• mobile technology that enables people to talk to friends and relatives who are living far from us.</li> <li>• the help of internet, enabling people to learn and experience new things that they may never have dreamt of doing; also, by taking part in online forums, courses, discussion with people from around the world a global viewpoint emerges; the world becomes a smaller place</li> <li>• examples such as aviation technology (both in terms of aircraft design and their avionics systems) that enables people to reach distant places within hours which previously took years of time to reach; in agriculture food requirements of people all over the world can be met by the development of equipment, fertilisers, pesticides, and processing systems.</li> <li>• social networking has reunited people with childhood friends and lost relatives as well allowing the sharing of important events.</li> <li>• information technology systems permitting the sharing of information to any part of the world almost instantly; technology is very available and is becoming less expensive to own and use</li> </ul>		<ul style="list-style-type: none"> <li>• good consideration of contrasting viewpoints and good evaluation of the limits and consequences of technology's growth and position</li> <li>• good communication with clear, concise organisation and expression.</li> </ul> <p><b>Level 3 (21- 30 marks)</b></p> <ul style="list-style-type: none"> <li>• adequate knowledge and understanding of the position that technology holds in today's world</li> <li>• adequate analysis and evaluation of the strengths and dangers of technology with some support and explanation</li> <li>• adequate consideration of contrasting viewpoints and adequate evaluation of the limits and consequences of technology's growth and position</li> <li>• adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (11-20 marks)</b></p> <ul style="list-style-type: none"> <li>• limited knowledge and understanding of the position that technology holds in today's world</li> <li>• limited analysis and evaluation of the strengths and dangers of technology with some support and explanation</li> <li>• limited consideration of contrasting viewpoints and limited evaluation of the limits and consequences of technology's growth and position</li> <li>• limited communication with limited organisation and expression.</li> </ul> <p><b>Level 1 (0-10 marks)</b></p> <ul style="list-style-type: none"> <li>• very limited knowledge and understanding of the position that technology holds in today's world</li> <li>• very limited analysis and evaluation of the strengths and dangers of technology with very limited support and explanation, if any</li> <li>• very limited consideration of contrasting viewpoints and</li> </ul>



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	<p>colleges across the world will be able to benefit from this</p> <ul style="list-style-type: none"> <li>the employment of medical techniques that may be restricted to the health services of richer nations that can afford to implement them</li> <li>every day, domestic living such as heating controls, more efficient cooking facilities; this may present problems for people who find the use of technology a challenge such as the elderly.</li> </ul> <p>Candidates may select other examples to illustrate their views.</p>																	
7	<p><i>“What characterizes a member of a minority group is that he or she is forced to see himself as both exceptional and insignificant, marvellous and awful, good and evil.”</i> Norman Mailer</p> <p><i>Society continues to discriminate against minority groups. Analyse and evaluate ways of tackling discrimination against minority groups to make a fairer, more inclusive society.’</i></p> <p>The question involves:</p> <ul style="list-style-type: none"> <li>considering minority groups</li> <li>examining the difficulties faced by minority groups in achieving a consistent image and view</li> <li>proposing and examining ways to tackle discrimination</li> <li>considering what is regarded as fair and inclusive.</li> </ul> <p><b>Indicative content</b></p> <p>A <b>minority group</b> refers to a <u>category</u> of people <u>differentiated</u> from the social <u>majority</u> by way of ethnicity, race, religion, caste, gender, wealth, health or sexual orientation.</p>	50	<p><b>Assessment Objective Balance</b></p> <table border="1"> <thead> <tr> <th>Question</th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>7</td> <td>25</td> <td>8</td> <td>10</td> <td>50</td> </tr> </tbody> </table> <p><b>Level 5 (41-50 marks)</b></p> <ul style="list-style-type: none"> <li>very good knowledge and understanding of the position of minority groups in society</li> <li>very good analysis and evaluation of the ways in which discrimination can be tackled</li> <li>very good consideration of a range of viewpoints and very good evaluation of the limits that exist in tackling discrimination and the approaches adopted</li> <li>very good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 4 (31-40 marks)</b></p> <ul style="list-style-type: none"> <li>good knowledge and understanding of the position of minority groups in society</li> <li>good analysis and evaluation of the ways in which discrimination can be tackled</li> <li>good consideration of viewpoints and good evaluation of the</li> </ul>				Question	AO1	AO2	AO3	AO4	Total	5	7	25	8	10	50
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	<p>Some difficulties faced include:</p> <ul style="list-style-type: none"> <li>• being regarded in a stereotypical way rather than being accepted as an individual</li> <li>• feeling ‘out of place’ as beliefs and values may be contrary or not accepted</li> <li>• straddling two cultures and having a split loyalty</li> <li>• differences in cultural heritage, religion and history</li> <li>• appearance – fashion and its relationship to traditions as well as public acceptance and safety</li> <li>• language and being able to communicate easily in a country’s language</li> <li>• parental and family attitudes and traditions that may differ from those of the majority.</li> </ul> <p>Key ways to tackle discrimination include:</p> <ul style="list-style-type: none"> <li>• education of group members in discussions and agreements about discrimination</li> <li>• build strong links between minority groups and law enforcement agencies</li> <li>• understanding tolerance and inclusion for example the case of the LGBT communities</li> <li>• tailoring actions to suit each individual group rather than having one single approach.</li> </ul> <p>Other entitlements that may be incorporated into ways of tackling discrimination include:</p> <ul style="list-style-type: none"> <li>• <i>visibility</i>: to be recognised by others and have a voice</li> <li>• <i>consideration</i>: there should be no lesser consideration for those in a minority than those in the majority (for example, the abled and disabled)</li> <li>• <i>access</i>: to social and cultural groups and outlets that form part of people’s day to day lives</li> <li>• <i>rights</i>: legal rights as well as social rights such as housing,</li> </ul>		<p>limits that exist in tackling discrimination and the approaches adopted</p> <ul style="list-style-type: none"> <li>• good communication with very clear, concise organisation and expression.</li> </ul> <p><b>Level 3 (21- 30 marks)</b></p> <ul style="list-style-type: none"> <li>• adequate knowledge and understanding of the position of minority groups in society</li> <li>• adequate analysis and evaluation of the ways in which discrimination can be tackled</li> <li>• adequate consideration of some viewpoints and some evaluation of the limits that exist in tackling discrimination and the approaches adopted</li> <li>• adequate communication with adequate organisation and expression.</li> </ul> <p><b>Level 2 (11-20 marks)</b></p> <ul style="list-style-type: none"> <li>• limited knowledge and understanding of the position of minority groups in society</li> <li>• limited analysis and evaluation of the ways in which discrimination can be tackled</li> <li>• limited consideration of some viewpoints and limited evaluation of the limits that exist in tackling discrimination and the approaches adopted</li> <li>• limited communication with limited organisation and expression.</li> </ul> <p><b>Level 1 (0-10 marks)</b></p> <ul style="list-style-type: none"> <li>• very limited knowledge and understanding of the position of minority groups in society</li> <li>• very limited analysis and evaluation of the ways in which discrimination can be tackled</li> <li>• very limited consideration, if any, of viewpoints and very limited evaluation of the limits that exist in tackling discrimination</li> </ul>

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	<p>education and healthcare</p> <ul style="list-style-type: none"> <li>• <i>resources</i>: to participate in society; not necessarily financial but factors such as proximity to places, physical capabilities, recognition and respect.</li> </ul> <p>Limiting factors include:</p> <ul style="list-style-type: none"> <li>• changing society's perceptions (will the media help to support publicising change?)</li> <li>• gaining support of legislators (do all elected representatives want to see fairness?)</li> <li>• the willingness for groups to compromise (how far are minorities prepared to sacrifice their principles to compromise?).</li> </ul>		<ul style="list-style-type: none"> <li>• very limited communication with very limited organisation and expression.</li> </ul>

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