



GCE

General Studies

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

Advanced Subsidiary 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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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 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.

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 **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.

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 marks** is available for a 30-mark question

Section A: The Cultural Domain

Question			Answer/Indicative content	Mark	Guidance												
1	a	i	<p>Ideas may include:</p> <ul style="list-style-type: none"> giving an experience serious consideration not simply accepting the outcome of an experience but examining its implications, strengths and weaknesses thoroughly to form a view or give something a new meaning or definition becoming enlightened about something that was previously a puzzle reflection might cause previous knowledge to be modified or changed. 	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>1ai</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>3</td> </tr> </tbody> </table> <p>1 mark for a simple statement or single words. Up to 3 marks for an explanation of the phrase with some extension, reasoning or an example.</p>		AO1	AO2	AO3	AO4	Total	1ai	2	1	0	0	3
	AO1	AO2	AO3	AO4	Total												
1ai	2	1	0	0	3												
		ii	<p>Ideas might include:</p> <ul style="list-style-type: none"> some life experiences that are observed and seen are significant and make an impression on us; conclusions are drawn without a person being directly involved or connected (from the security of being detached) lack of direct involvement involves no commitment and the possibility of being influenced by other factors that are not necessarily true first-hand, personal experience (feeling, touching, hearing) that a definitive, objective encounter gives is the only serious way to obtain truth 'brought it home' might imply a lesson that has been learned or a puzzle that has been solved. 	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>1aii</td> <td>3</td> <td>1</td> <td>0</td> <td>0</td> <td>4</td> </tr> </tbody> </table> <p>1 mark for a simple statement or single words. Up to 3 marks for an explanation of the phrase with some extension, reasoning. Up to 4 marks if an example is included.</p>		AO1	AO2	AO3	AO4	Total	1aii	3	1	0	0	4
	AO1	AO2	AO3	AO4	Total												
1aii	3	1	0	0	4												
	b		<ul style="list-style-type: none"> The question asks for well-known people. They may be well-known locally, nationally or globally the achievement(s) and/or influence(s) cited may be positive or negative the influence may be widespread or confined to a specific group or culture or location examples of people are likely to come from many areas such as: <ul style="list-style-type: none"> politics 	10	<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>5</td> <td>2</td> <td>0</td> <td>3</td> <td>10</td> </tr> </tbody> </table> <p>Content</p> <ul style="list-style-type: none"> 6-7 Marks 		AO1	AO2	AO3	AO4	Total	1b	5	2	0	3	10
	AO1	AO2	AO3	AO4	Total												
1b	5	2	0	3	10												

Question	Answer/Indicative content	Mark	Guidance								
	<ul style="list-style-type: none"> • science • religion • sport • the Arts. <p>Achievements and experiences may involve:</p> <ul style="list-style-type: none"> • facing and overcoming adversity or a major barrier • reaching a personal goal • being 'the first' • setting an example for others to follow • displaying exemplary style or behaviour. <p>There may well be other characteristics and achievements that should be rewarded on their merits.</p> <p>Examples may be contemporary or historical.</p>		<p>a very good outline of achievements and personal experiences with very good supporting ideas. Two examples are given</p> <ul style="list-style-type: none"> • 3-5 Marks an adequate outline of achievements and personal experiences with supporting ideas and examples. One example may be stronger than the other • 1-2 Marks a limited answer that may consist of naming examples without any development or explanation of their significance. <p>If only one well-known figure is mentioned award a maximum of 4 marks.</p> <p>Communication</p> <table border="1" data-bbox="1294 751 2074 1129"> <tr> <td data-bbox="1294 751 1368 855">3</td> <td data-bbox="1368 751 2074 855">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="1294 855 1368 959">2</td> <td data-bbox="1368 855 2074 959">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="1294 959 1368 1062">1</td> <td data-bbox="1368 959 2074 1062">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="1294 1062 1368 1129">0</td> <td data-bbox="1368 1062 2074 1129">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>The 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.
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Question	Answer/Indicative content	Mark	Guidance												
c	<ul style="list-style-type: none"> • Cultural awareness is an important part of people’s ability to communicate and understand one another. • It involves an appreciation of cultural values, beliefs and perceptions such as why do we do things in a certain way, how we see the world and why we react in a certain way. • It is of great importance when interacting with people from other cultures as people see, interpret and evaluate things in different ways. • Cultural awareness can promote tolerance and understanding whereas lack of it creates conflict. • What is considered an appropriate behaviour in one culture might be inappropriate in another one. • It is important to become aware of and appreciate cultural differences locally, nationally and globally. <p>Understanding differences and developing awareness can be achieved by the experience of different human activities such as:</p> <ul style="list-style-type: none"> • <i>watching</i> (seeing for oneself by watching a ritual or tradition to appreciate its significance and role) • <i>playing</i> (gain an insight into a sound or style by feeling and sensing) • <i>listening</i> hearing a first-hand personal account that may differ from a third-party news report) • <i>writing</i> (imitating or copying a style or analysing a story using a native language) <p><i>reading</i> (first-hand accounts from the viewpoint of a person of different cultural values and beliefs).</p>	13	<p>Assessment Objectives Balance</p> <table border="1" data-bbox="1294 236 2056 308"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1c</td> <td>7</td> <td>3</td> <td>0</td> <td>3</td> <td>13</td> </tr> </tbody> </table> <p>Content</p> <ul style="list-style-type: none"> • 9-10 Marks A very good outline and discussion including a full discussion of both parts of the question with very good supporting ideas and examples. • 7-8 Marks A good outline and discussion including a discussion of both parts of the question with good supporting ideas and examples. • 4-6 Marks An adequate outline and discussion including some discussion of both parts of the question (one possibly more thorough than the other) with some supporting ideas and examples. • 1-3 Marks A limited outline and discussion with limited 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>		AO1	AO2	AO3	AO4	Total	1c	7	3	0	3	13
	AO1	AO2	AO3	AO4	Total										
1c	7	3	0	3	13										

Question	Answer/Indicative content	Mark	Guidance								
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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"> considering whether the family should be responsible for the religious education of their children considering whether a school should be responsible for the religious education of children. <p>What is religious education? "Religious Education makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life." National Curriculum Handbook (DfES 2000)</p> <p>Arguments for parents having responsibility may include:</p> <ul style="list-style-type: none"> concentrating on one family religion being able to include, omit or emphasise certain beliefs and values exerting a stricter set of morals that align more closely to the family's cultural background and traditions having more control over a child's moral and religious upbringing (by them being 	30	<p>The best answers will involve the use of examples which will likely be from personal experience.</p> <p>It is possible that there may be some direct or implied reference made to the difference between <i>religious education</i> (mostly concerned with religions in general) and <i>religious instruction</i> (concentrating on one religion).</p>	<p>Assessment Objectives Balance</p> <table border="1"> <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 discussion of points relating to religious education at home and at school with very clear examples and development of ideas very good consideration of the limitations that each approach may present and the dilemmas that 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 discussion of points relating to religious education at home and at school with clear examples and development of ideas good consideration of the limitations that each approach may present and the dilemmas that may arise good communication with clear, concise organisation and expression. <p>Level 3 (13-18 Marks)</p> <ul style="list-style-type: none"> adequate discussion of points relating to religious education at home and at school with some examples and some development of ideas 	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>taught or instructed by a person of their faith).</p> <p>Arguments for schools having responsibility may include:</p> <ul style="list-style-type: none"> • teachers are mostly specialists in the subject and therefore can be relied on to present facts rather than suppositions or even mystical beliefs • the teaching of the curriculum is monitored and controlled in terms of content and quality • schools can ensure that all children acquire a similar range of religious knowledge which families will not be able to offer • students will benefit from studying a range of religions rather than one religion. <p>In the case of faith schools, it is possible that emphasis is placed on the teaching of a single religion. Whilst this may be regarded as no different to the education that could be given at home there should be some reference made to the monitoring and moderating of how religious 'instruction' is presented.</p>			<ul style="list-style-type: none"> • adequate consideration of the limitations that each approach may present 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 discussion of points relating to religious education at home and at school with few examples and limited development of ideas • limited consideration of the limitations that each approach may present and the dilemmas that may arise • limited communication with limited organisation and expression. <p>Level 1 (1- 6 Marks)</p> <ul style="list-style-type: none"> • very limited discussion of points relating to religious education at home and at school with very limited, if any, examples and very limited, if any, development of ideas • very limited consideration of the limitations that each approach may present and the dilemmas that may arise or an absence of both • 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"> specific reference to developments in media and communication consideration of films in terms of their subject-matter and their quality. <p>Media and communication may involve reference to:</p> <ul style="list-style-type: none"> digital production giving clearer audio and visuals developing means by which films can be watched using new platforms and devices being used on the move (not simply visiting a cinema or watching the television) a more rapid timescale before it is possible to download or purchase films the relaxation of the laws of censorship that allow more graphic storytelling the number of spoilers and pre-release advertising that makes films more appealing to potential viewers. <p>Range and quality may involve reference to:</p> <ul style="list-style-type: none"> the tackling of more sensitive and shocking themes and stories the telling of unexplored events and controversial situations to promote causes and cultural awareness; this may emerge due to the public being given more access to global news the promotion of 'everyday heroes' by the proliferation of docu-films 	30	<p>A very good essay will require reference to examples of films.</p> <p>The essay offers the opportunity for a wide and open view of different films of different genres. It offers candidates the opportunity to use their own experience and knowledge to develop their explanation.</p> <p>A high-level answer involves consideration of both range and quality.</p>	<p>Assessment Objectives Balance</p> <table border="1" data-bbox="1597 272 2051 347"> <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 explanation of developments in media and communication in relation to films very good discussion of the range and quality of films with a very good range of examples very good consideration how range and quality might limit, strengthen or weaken the films produced very good communication with very clear, concise organisation and expression. <p>Level 4 (19-24 Marks)</p> <ul style="list-style-type: none"> good explanation of developments in media and communication in relation to films good discussion of the range and quality of films with a good range of examples good consideration how range and quality might limit, strengthen or weaken the films produced good communication with clear organisation and expression. <p>Level 3 (13-18 Marks)</p> <ul style="list-style-type: none"> adequat explanation of developments in media and communication in relation to films adequate discussion of the range and quality of films with some 	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
			<ul style="list-style-type: none"> the expansion of subject areas to meet the demands of the audience, for example alternative history (telling the story of what might have happened) access to high quality filming and editing equipment (that is not so prohibitively expensive) may lead to more amateur films being released and broadcast on social media or YouTube. 			<p>examples</p> <ul style="list-style-type: none"> adequate consideration how range and quality might limit, strengthen or weaken the films produced adequate communication with adequate organisation and expression. <p>Level 2 (7-12 Marks)</p> <ul style="list-style-type: none"> limited explanation of developments in media and communication in relation to films limited discussion of the range and quality of films with a limited range of examples limited consideration of how range and quality might limit, strengthen or weaken the films produced limited communication with limited organisation and expression. <p>Level 1 (1- 6 Marks)</p> <ul style="list-style-type: none"> very limited explanation of developments in media and communication in relation to films very limited discussion of films with few, if any, examples very limited, if any, consideration of how range and quality might limit, strengthen or weaken the films produced very limited communication with very limited organisation and expression.

Question	Answer/Indicative content	Marks	Guidance											
			Content	Levels of response										
4	<p>The question involves:</p> <ul style="list-style-type: none"> • an understanding of ‘personal style’ • using two writers, artists or performers to demonstrate understanding of the statement by examining their personal style. <p>What is a personal style?</p> <ul style="list-style-type: none"> • It is distinctive and attached to an individual • it can display elements of other styles and genres, but it contains unique, personal features that make it individual • it identifies the artist readily and immediately (possibly through its beauty or through controversy) • it is sometimes regarded as a ‘statement’ (in the case of visual art and fashion) as it is a way that the artist stands apart from others. <p>The work of artists becomes distinct and noticeable through such things as:</p> <ul style="list-style-type: none"> • unconventional combinations of colours and shapes in fine art and fashion • the use of new media rather than the traditional paint and canvas or clay • discordant harmonies and sounds • usual combinations of instruments • inserting slang and ‘street language’ • producing work about controversial or subjects or characters. <p>Some artists thrive on their controversy;</p>	30	<p>The answer requires reference to one or more of the Arts. The two examples can therefore come from one art form.</p> <p>Examples are essential to establish and discuss the personal style of an artist.</p> <p>The list of ideas about personal style is not exhaustive. Any plausible and reasonable suggestions may be included in the essay.</p> <p>Whilst the essay requires examination of the artist’s success a very good answer might outline how a distinct personal style has provoked controversy and unpopularity.</p> <p>Simply describing an artist’s work will not lead to a high mark. Careful selection of artists that are used as examples is needed.</p>	<p>Assessment Objectives Balance</p> <table border="1" data-bbox="1597 272 2051 347"> <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 distinct personal style of two artists • very good discussion of the artists’ work using very good examples • very good consideration of the limitations that their distinct style has on their fame • 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 distinct personal style of two artists • good discussion of the artists’ work using very good examples • good consideration of the the limitations that their distinct style has on their fame • good communication with clear organisation and expression. <p>Level 3 (13-18 Marks)</p> <ul style="list-style-type: none"> • adequate understanding of the distinct personal style of two artists • adequate discussion of the artists’ work using some examples • adequate consideration of the limitations that their distinct style has on their fame • adequate communication with adequate organisation and 	AO1	AO2	AO3	AO4	Total	8	10	6	6	30
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Question		Answer/Indicative content	Marks	Guidance	
				Content	Levels of response
		<p>others sink into obscurity after a moment of fame.</p> <p>The longevity of an artist and the memory of their work may be a result of its beauty; equally it could be a result of its challenge to convention.</p> <p>Some successful artists have attempted a challenge to convention by producing something new and controversial only to be rejected by their peers and supporters.</p> <p>In other cases, the distinct style of an artist is simply a moment in time that reflects the character of the nation, only to disappear as quickly as it emerged.</p>			<p>expression.</p> <p>Level 2 (7-12 Marks)</p> <ul style="list-style-type: none"> • limited understanding of the distinct personal style of two artists • limited discussion of the artists' work using few examples • limited consideration of the limitations that their distinct style has on their fame • 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 distinct personal style of two artists • very limited discussion of the artists' work using very limited, if any, examples • very limited consideration, if any, of the limitations that their distinct style has on their fame • very limited communication with very limited organisation and expression.

Section C: The Cultural Domain

Question			Answer/Indicative content	Mark	Guidance												
5	a	i	<p>Ideas may include:</p> <ul style="list-style-type: none"> • a housewife’s leisure time cannot be quantified • the role of the housewife is merged with that of a mother • judging by her expression the woman has some contempt for the question and has no time for leisure given the four children • a housewife spends her leisure time bringing up her children <p>Credit any other reasonable answer.</p>	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>5ai</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>4</td> </tr> </tbody> </table> <p>Up to 2 marks each idea. 1 mark for any simple statement or single words that are appropriate.</p>		AO1	AO2	AO3	AO4	Total	5ai	2	2	0	0	4
			AO1		AO2	AO3	AO4	Total									
	5ai	2	2		0	0	4										
ii	<p>Ways may include:</p> <ul style="list-style-type: none"> • women have fewer children due to financial constraints • some partnerships fail so women continue to work, and children are placed in childcare • some women opt for role reversal and the male partner stays at home with the children, <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>5aii</td> <td>2</td> <td>1</td> <td>0</td> <td>0</td> <td>3</td> </tr> </tbody> </table> <p>Award up to 3 marks for any way that includes some development, extension or an example. 1 mark for any simple statement.</p>		AO1	AO2	AO3	AO4	Total	5aii	2	1	0	0	3		
	AO1	AO2	AO3	AO4	Total												
5aii	2	1	0	0	3												
b	<p>The most common explanations and reasons may include reference to:</p> <ul style="list-style-type: none"> • financial priorities • need (or not) for educational experience • disability • lack of time due to pressure of family or work • physical restrictions of age • lack of facilities • stereotypical perceptions of age, position, sex • lack of opportunity due to social class and background or location. <p>Credit any other reasonable suggestions.</p>	10	<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>5b</td> <td>4</td> <td>3</td> <td>0</td> <td>3</td> <td>10</td> </tr> </tbody> </table> <p>Content</p> <ul style="list-style-type: none"> • 6-7 Marks a very good explanation of differences with very good reasons. Two choices are made. • 3-5 Marks an adequate explanation of differences with some reasons. Two choices are made but one may be stronger than the other. • 1-2 Marks 		AO1	AO2	AO3	AO4	Total	5b	4	3	0	3	10		
	AO1	AO2	AO3	AO4	Total												
5b	4	3	0	3	10												

Question	Answer/Indicative content	Mark	Guidance												
			<p>an limited answer that offers a limited explanation with simple reasons.</p> <p>If only one choice is made award a maximum of 4 marks.</p> <p>0 marks awarded for the choices made.</p> <p>Communication</p> <table border="1" data-bbox="1294 475 2069 852"> <tr> <td data-bbox="1294 475 1368 576">3</td> <td data-bbox="1368 475 2069 576">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="1294 576 1368 676">2</td> <td data-bbox="1368 576 2069 676">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="1294 676 1368 777">1</td> <td data-bbox="1368 676 2069 777">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="1294 777 1368 852">0</td> <td data-bbox="1368 777 2069 852">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>The 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.				
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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.														
<p>c</p>	<p>Attitude and approach may have changed due to:</p> <ul style="list-style-type: none"> • changes in disposal income and the cost of leisure • popularity of activities changes according to fashion and availability • personal safety issues • family groups becoming more disparate and the growth of emigration (people are more mobile) • clubs and societies disbanding due to lack of support • less local interest in leisure as people stay indoors more. • the expansion of on-line leisure through gaming and social media • the growth of sports and leisure facilities, particularly in 	<p>13</p>	<p>Assessment Objectives Balance</p> <table border="1" data-bbox="1294 1023 2056 1094"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> <th>AO4</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>5c</td> <td>7</td> <td>3</td> <td>0</td> <td>3</td> <td>13</td> </tr> </tbody> </table> <p>Content</p> <ul style="list-style-type: none"> • 9-10 Marks very good explanation of people’s attitude and approach to leisure time with very good use of two examples. • 7-8 Marks good explanation of people’s attitude and approach to leisure time with good use of two examples. • 4-6 Marks 		AO1	AO2	AO3	AO4	Total	5c	7	3	0	3	13
	AO1	AO2	AO3	AO4	Total										
5c	7	3	0	3	13										

Question	Answer/Indicative content	Mark	Guidance								
	<p>the private sector</p> <ul style="list-style-type: none"> the development of cheaper, kit form, ready-made alternatives to designing and constructing things from scratch. <p>Credit any reasonable suggestions.</p>		<p>adequate explanation of people’s attitude and approach to leisure time with the use of two examples (though one may be stronger than the other).</p> <ul style="list-style-type: none"> 1-3 Marks A limited outline and discussion with limited 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="1294 646 2069 1026"> <tr> <td data-bbox="1294 646 1368 751">3</td> <td data-bbox="1368 646 2069 751">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="1294 751 1368 857">2</td> <td data-bbox="1368 751 2069 857">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="1294 857 1368 962">1</td> <td data-bbox="1368 857 2069 962">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="1294 962 1368 1026">0</td> <td data-bbox="1368 962 2069 1026">This is awarded for no response or when the answer is totally incorrect.</td> </tr> </table> <p>The 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.
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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 Cultural Domain

Question		Answer/Indicative content	Marks	Guidance											
				Content	Levels of response										
6		<p>The question involves:</p> <ul style="list-style-type: none"> considering the decline in rural public transport in the UK suggesting ways of tackling the problem. <p>Reasons for the decline in rural public transport:</p> <ul style="list-style-type: none"> low rural population makes viable public transport difficult wages, insurance, fuel costs are high but the number of passengers is limited compared to an urban area the car is the preferred mode of transport for its convenience few passengers choosing buses (due to their infrequency) results in increased fares. <p>Some background information includes:</p> <ul style="list-style-type: none"> people in rural areas travel much further than those in urban areas to carry out the necessities of their everyday life like going to school, work, shopping, attending a hospital, accessing the main travel network (rail, air, road). annual car mileage is higher than people who live in cities. the cost of fuel is higher in rural areas. rural bus services are under threat due to poor passenger numbers and lack of subsidy the young and the elderly will always need public transport despite high car 	30	<p>A very good essay will examine the issue and explore its breadth and limitations or speculate other possibilities.</p> <p>The indicative content is not exhaustive and may be supplemented by candidates who live in rural areas and face problems on a regular basis.</p> <p>Candidates may align their views to those expressed by their local councillors or political representatives or the lobbying of pressure groups that are pursuing the issue.</p>	<p>Assessment Objectives Balance</p> <table border="1"> <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 ways in which public transport has declined and ways to tackle the problem very good discussion examining the issue in detail with clear examples and very good development of ideas very good consideration of different perspectives of the rural transport issues with thorough consideration of the limitations of different viewpoints 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 ways in which public transport has declined and ways to tackle the problem good discussion examining the issue in detail with good examples and good development of ideas good consideration of different perspectives of the rural transport issues with good consideration of the limitations of different viewpoints 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
	<p>ownership in rural areas.</p> <p>Some solutions and strategies include:</p> <ul style="list-style-type: none"> • the need for a national policy for transport in urban areas not just a locally agreed strategy • government subsidy and support for people who travel to work from urban areas (such as the Wheels to Work scheme) • fuel discounts for rural residents who need to use their car to get to work • joining-up different transport options into rural hubs so that train timetables intertwine with those of buses, taxis and car share schemes to help people get to where they need to be • increase in the use of community transport (for examples locally owned and run minibuses) in areas where people do not own as many cars. <p>Other plausible, reasoned arguments may be credited.</p>		<p>Level 3 (13-18 Marks)</p> <ul style="list-style-type: none"> • adequate knowledge of the ways in which public transport has declined and ways to tackle the problem • adequate discussion examining the issue with some examples and some development of ideas • some consideration of different perspectives of the rural transport issues with some consideration of the limitations of some viewpoints • adequate communication with adequate organisation and expression. <p>Level 2 (7-12 Marks)</p> <ul style="list-style-type: none"> • limited knowledge of the ways in which public transport has declined and ways to tackle the problem • limited discussion examining the issue with few examples and limited development of ideas • limited consideration of different perspectives of the rural transport issues with limited consideration of other viewpoints • 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 ways in which public transport has declined and ways to tackle the problem • very limited discussion examining the issue without any examples or reliable development of ideas

Question	Answer/Indicative content	Marks	Guidance	
				<ul style="list-style-type: none"> • very limited consideration, if any, of different perspectives of the rural transport issues • very limited communication with very limited organisation and very weak expression.
7	<p>The question involves:</p> <ul style="list-style-type: none"> • consideration of the NHS in its present state • consideration of the proposal that a private system will be more efficient • exploring both viewpoints in considering the extent to which you agree with privatisation <p>Positives of privatisation:</p> <ul style="list-style-type: none"> • careful and judicious allocation of contracts will result the maintenance free access at the point of delivery • the suggestion that privatisation is for the sole aim to make a profit will have no impact on the outcome of people’s care • public spending and funding is under great strain as the population increases and people live longer therefore private funding is a way forward • competition in the NHS will give patients more choice; they are not paying for the service directly therefore choice comes down to quality alone and may result in improvements • the NHS is already a fragmented organisation with some private elements such as dentistry, pharmacy and 	30	<p>It is important that both sides of the case emerge in the essay to meet extent to which the candidate agrees or disagrees with the proposal.</p> <p>Essays that use examples (likely to be local, possibly personal) will be placed in the higher levels (though this is not essential – the question does not specifically ask for examples).</p> <p>Since two different viewpoints are being presented the conclusion to the essay should not involve a restatement of ideas.</p>	<p>Level 5 (25-30 Marks)</p> <ul style="list-style-type: none"> • very good knowledge of the issues connected with the NHS and its privatisation • very good discussion of the reasons for and against privatisation of the NHS • very good exploration of the limitations of the reasons presented with very good support from personal experience or speculative analysis of possible consequences • 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 issues connected with the NHS and its privatisation • good discussion of the reasons for and against privatisation of the NHS • good exploration of the reasons presented with good support from personal experience or speculative analysis of possible consequences • good communication with clear organisation and expression.

Question	Answer/Indicative content	Marks	Guidance
	<p>ophthalmics.</p> <p>Negatives of privatisation</p> <ul style="list-style-type: none"> • it is widely felt that privatising the NHS will attack its key principle of providing free healthcare at the point of delivery • services may become more fragmented as more practitioners are driven by cost • there may be varying degrees of service throughout the country as different areas compete against each other (creating a Postcode Lottery) • profit margins before patient care and needs • privatisation can lead to less qualified staff to cut costs <p>A summary may involve:</p> <ul style="list-style-type: none"> • some speculation about what might happen in the future • an expression of a personal view of what is the best way forward (this may be politically driven) <p>Other plausible, reasoned arguments may be credited.</p>		<p>Level 3 (13-18 Marks)</p> <ul style="list-style-type: none"> • adequate knowledge of the issues connected with the NHS and its privatisation • adequate discussion of the reasons for and against privatisation of the NHS • adequate exploration of the of the reasons presented with some support from personal experience or some speculative analysis of possible consequences • adequate communication with adequate organisation and expression. <p>Level 2 (7-12 Marks)</p> <ul style="list-style-type: none"> • limited knowledge of the issues connected with the NHS and its privatisation • limited discussion of the reasons for and against privatisation of the NHS • limited exploration of the reasons presented with limited support from personal experience or speculative analysis of possible consequences • 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 issues connected with the NHS and its privatisation • very limited discussion of the reasons for and against privatisation of the NHS • very limited exploration, if any, of

Question	Answer/Indicative content	Marks	Guidance
			<p>the reasons presented with little support from personal experience or speculative analysis of possible consequences</p> <ul style="list-style-type: none"> • very limited communication with very limited organisation and expression.
8	<p>The question involves:</p> <ul style="list-style-type: none"> • explaining what is meant by volunteering being priceless • considering how volunteering can enrich a person's life • considering how sharing the experience of volunteering with other can make a difference. <p>Volunteering is:</p> <ul style="list-style-type: none"> • giving, contributing, and helping other individuals and the community at large. • working with others to make a meaningful contribution to a better community. • gaining experience, acquiring new skills, meeting new people, possibly expanding the network of contacts to get a new job or start a career. • giving back to their community, to help a friend or promote a worthwhile activity or making up for a past wrongdoing. <p>The idea of volunteering being priceless suggests:</p> <ul style="list-style-type: none"> • the fact that a person commits to volunteer or serve the community for no 	30	<p>This is an open-ended question that allows candidates to discuss volunteering in their own way, likely from their own experience. Many students are involved in enrichment activities. A very good essay would refer to personal experience and give examples to support the arguments presented. In addition, it will examine the limitations of volunteering in that the commitment of individuals might not be permanent.</p> <p>Examples may be drawn from local, national and global projects and initiatives that employ volunteers. Whilst examples will be helpful they are not a pre-requisite.</p> <p>Candidate may draw upon their own personal experience to support their essay.</p> <p>Level 5 (25-30 Marks)</p> <ul style="list-style-type: none"> • very good knowledge of volunteering and its many facets • very good discussion of how volunteering can be enriching and beneficial through a very good examination of the how it can make a difference to others • very good consideration of the limitations of volunteering through very clear 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 volunteering and its many facets • good discussion of how volunteering can be enriching and beneficial through a good examination of the how it can make a difference to others • good consideration of the limitations of volunteering through clear analysis • good communication with clear organisation and expression.

Question	Answer/Indicative content	Marks	Guidance
	<p>monetary reward might lead to the idea that this selfish act is priceless and cannot be valued</p> <ul style="list-style-type: none"> • a person commits their time and involvement purely for the greater good of others • it enables some people to offer their special and unique skills at no cost to benefit needy and less fortunate people (Médécins sans frontières). <p>Volunteering can:</p> <ul style="list-style-type: none"> • enable the connection with others • give an opportunity to be part of a team • be good for your mind and body • advance a volunteer's career • bring fun and fulfillment • enable giving back to society • promote learning, self-esteem, confidence • strengthen the community • bring people together • save resources • save lives. <p>The most important way that volunteers make a difference to people that they can provide aid and support, food and shelter to less fortunate people. By doing this they relieve the financial costs of providing such support meaning that the funding can be directed to other community service projects.</p> <p>Some may suggest that volunteers only</p>		<p>Level 3 (13-18 Marks)</p> <ul style="list-style-type: none"> • adequate knowledge of volunteering and its many facets • adequate discussion of how volunteering can be enriching and beneficial through some examination of the how it can make a difference to others • adequate consideration of the limitations of volunteering through some analysis • adequate communication with adequate organisation and expression. <p>Level 2 (7-12 Marks)</p> <ul style="list-style-type: none"> • limited knowledge of volunteering and its many facets • limited discussion of how volunteering can be enriching and beneficial through a limited examination of the how it can make a difference to others • limited consideration of the any aspect of volunteering with little 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 volunteering • very limited discussion of how volunteering can be enriching and beneficial • very limited consideration of any aspect of volunteering; no analysis

Question	Answer/Indicative content	Marks	Guidance
	commit their support for short periods – they are transitory. When they have gained enough experience, they retire. This has a detrimental effect on the organisation providing support and their clients.		very limited communication with very limited organisation and expression.

APPENDIX 1

Distribution of assessment objectives and marks

	AO1	AO2	AO3	AO4	Total
1ai	2	1	0	0	3
1aii	3	1	0	0	4
1b	4	3	0	3	10
1c	7	3	0	3	13
2,3,4	8	10	6	6	30
5ai	2	2	0	0	4
5ii	2	1	0	0	3
5b	5	2	0	3	10
5c	7	3	0	3	13
6,7,8	8	10	6	6	30
	48	36	12	24	120

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