

## **Humanities**

General Certificate of Secondary Education

Unit **B032**: Application of Knowledge

# **Mark Scheme for June 2012**

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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
	Correct response.
	Incorrect response.
	Benefit of the doubt given.
	Information omitted.
	Unclear.
	Level 1.
	Level 2.
	Level 3.
	Level 4.
	Level 5.
	Not answered question.
	Development.
	Irrelevant.

Question		Answer	Marks	Guidance
1		35%	1	
2		67.9%	1	
3		<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1 mark]:</b> Candidate makes a general but unexplained statement about the result e.g. people are not used to referendums and do not like them/the best system won/refers to only needing a cross on a ballot paper.</p> <p><b>Level 2 [2-3 marks]:</b> Candidate makes a developed statement using Doc B. e.g. Voters were influenced by PM and media and a good no campaign. For top of level must include reference to voters needing only to mark crosses on ballot papers. They did not have to explain their reasons.</p>	3	

Question	Answer	Marks	Guidance
4	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1 mark]:</b> Candidate makes a general but unexplained statement about the result e.g. not everybody voted/19 million voters is a lot.</p> <p><b>Level 2 [2-3 marks]:</b> Candidate makes a developed statement e.g. Doc A makes the value of a vote counting/the need for MPs to get 50%+ votes to have credibility/Doc C shows the number of voters who turned out in all regions/only Scotland = 50%+/most around 40%/London 35.%.</p> <p><b>Level 3 [4-5 marks]:</b> As Level 2 but candidate additionally identifies the different nature of the two documents. Doc A is a partisan statement with an aim to persuade. Doc C is an official report recording verifiable data. For top of level may comment on which is more compelling e.g. Doc A is justified by the poor turnout. Doc C it is impossible to assume the reason for the turnout across the board supports A.</p>	5	

Question	Answer	Marks	Guidance
5	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1-2 marks]:</b> Candidate offers a generalised reason to agree/disagree with the statement. Minimal evidence from the documents offered in order to gain top mark at this level. e.g.</p> <p><b>Document A: Leading article.</b> <b>Agree:</b> strong support for change/identifies weakness of FPTP/5 statements in favour of AV. <b>Disagree:</b> acknowledges that AV is not best replacement.</p> <p><b>Document B: Why did No to AV win?</b> <b>Agree:</b> Yes campaign see PMs view as crucial/good No campaign. <b>Disagree:</b> the No campaign believe that current system is OK/AV is complex and unnecessary.</p> <p><b>Document C: Voter turnout in the UK regions</b> <b>Agree:</b> only Scotland had an over 50% turnout.</p> <p>Text is difficult to read, poor spelling and grammar, little punctuation makes comprehension difficult.</p> <p><b>Level 2 [3-4 marks]:</b> Candidate offers at least one developed reason to agree or disagree with the statement. Evidence offered to gain top mark at this level e.g. offers statement from Level1 either for or against the statement.</p> <p>Text is readable, there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear.</p>	6	

Question		Answer	Marks	Guidance
		<p><b>Level 3 [5-6 marks]:</b> Candidate offers reasons to both agree and disagree with the statement clearly citing from the documents. To gain a top mark at the level the candidate might refer to the provenance of the evidence/attempt to use the documents to support a personal conclusion. Text is clearly readable, spelling grammar and punctuation are largely accurate; meaning is clear.</p>		
6	(a)	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1-2 marks]:</b> A brief statement indicating that the candidate is aware of secondary sources.</p> <p><b>Level 2 [3-4 marks]:</b> A more detailed statement regarding the nature of secondary sources challenging validity, reliability and significance e.g.</p> <p><b>strengths</b></p> <ul style="list-style-type: none"> <li>• a lot of sources available</li> <li>• easily accessible</li> <li>• relatively cheap</li> </ul> <p><b>weaknesses</b></p> <ul style="list-style-type: none"> <li>• potentially out of date</li> <li>• potentially biased</li> <li>• largely quantitative information</li> </ul> <p><b>Level 3 [5 marks]:</b> A balanced statement which indicates a good knowledge of strengths and weaknesses.</p>	5	<p>The examples given in 6(a) and (b) are just that. If candidates make valid statements listed which are not listed you should use your professional judgement to reward appropriately.</p> <p>A balanced statement implies that bullet pointed lists will not reach Level 3 as they lack comparative analysis.</p>

Question	Answer	Marks	Guidance
(b)	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1-2 marks]:</b> A brief statement indicating that the candidate is aware of in depth interviews.</p> <p><b>Level 2 [3-4 marks]:</b> A more detailed statement regarding the nature of in-depth interviews challenging validity, reliability and significance e.g.</p> <p><b>strengths</b></p> <ul style="list-style-type: none"> <li>• detailed qualitative information</li> <li>• valid primary data</li> <li>• body language</li> </ul> <p><b>weaknesses</b></p> <ul style="list-style-type: none"> <li>• time consuming</li> <li>• potential interviewer bias</li> <li>• embarrassment factor</li> </ul> <p><b>Level 3 [5 marks]:</b> A balanced statement which indicates a good knowledge of strengths and weaknesses.</p>	5	<p>The examples given in 6(a) and (b) are just that. If candidates make valid statements listed which are not listed you should use your professional judgement to reward appropriately.</p> <p>A balanced statement implies that bullet pointed lists will not reach Level 3 as they lack comparative analysis.</p>

Question	Answer	Marks	Guidance
7	27.	1	
8	Directives.	1	
9	Fundamental rights for first time. Law offers protection for individual from state. No need to go to European Court.	2	
10	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1-2 marks]:</b> Candidate identifies individual facts with no attempt to produce a coherent description e.g.</p> <ul style="list-style-type: none"> <li>• Law made in EU and adopted in Britain</li> <li>• Judges make law by applying existing law to new situation</li> <li>• ECHR fundamental review of legal system</li> <li>• Review will lead to reform of law by judges</li> </ul> <p><b>Level 2 [3-4 marks]:</b> Candidate makes a developed statement about the way in which laws are made in Britain.</p>	4	<p>To gain 2 marks candidates need to touch on more than two of the bullet points or one with development.</p> <p>To reach Level 2, 3 marks candidates must have developed at least two points from Level 1. More than three = top of level.</p>

Question	Answer	Marks	Guidance
11	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1-2 marks]:</b> Candidate accepts the information in Document E at face value. Makes no attempt to explain the utility or reliability of the document e.g. Candidate response simply assumes the information is valid and therefore useful and reliable. Text is difficult to read, poor spelling and grammar, little punctuation makes comprehension difficult.</p> <p><b>Level 2 [3-4 marks]:</b> Candidate considers the provenance of the source. Supports/challenges the utility of the data because of the source e.g. comments that it is from a newspaper and therefore needs to be treated cautiously as newspapers have political agendas.  Text is readable, there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear.</p> <p><b>Level 3 [5-6 marks]:</b> As Level 2 but candidate is also able to identify the limitations of relying on one account e.g. questions the reliability of/the information may be biased/it is only one piece of evidence which needs corroboration/other documents may be more informative. A more developed response to utility and candidate may develop a challenge to reliability by identifying the need to contrast one source with other possibly alternative views.  Text is clearly readable spelling, grammar and punctuation, are largely accurate; meaning is clear.</p>	6	

Question	Answer	Marks	Guidance
12	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1 [1-2 marks]</b> Candidate offers a <b>rudimentary</b> answer that either agrees or disagrees with the statement. e.g.</p> <p><b>Agree:</b></p> <ul style="list-style-type: none"> <li>• Document D three types of law can be imposed on Britain by the EU/Treaties/Regulations/Directives</li> <li>• Document F Judges use both British law and EU law to judge new situations and create new law</li> <li>• Document E Human Rights Act protects individuals from the state and gives them rights</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• Document D Britain is a member of EU and agrees to the three different types of law</li> <li>• Document F This judge role is not new they have always done it/it has nothing to do with EU</li> <li>• Document E The Human Rights Act merely establishes human rights/no government should want to breach this</li> </ul> <p>Candidate makes no attempt to analyse and/or interpret the sources.</p> <p>Text is difficult to read, poor spelling and grammar, little punctuation makes comprehension difficult.</p> <p><b>Level 2 [3-4 marks]:</b> Candidate agrees <b>or</b> disagrees with the statement and offers some evidence from the sources to support the stance taken. e.g. makes use of some of the arguments made in Level 1 to either agree or disagree with the argument. If there is passing reference to the other side of the argument this</p>	10	<p>When reading this extended answer, please make sure the candidate's answer and argument is factually correct when quoting documents. If incorrect marks cannot be awarded.</p> <p>If a candidate jumps into a level and then drops back to a lower level, unless the higher level is sustained, the higher marks/level cannot be awarded.</p>

Question	Answer	Marks	Guidance
	<p>must be sustained to move the answer to Level 3. Candidate has simplistic response to utility but does not challenge reliability.</p> <p>Text is readable, there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear.</p> <p><b>Level 3 [5-6 marks]:</b> Candidate agrees <b>and</b> disagrees with the statement and offers <b>some</b> evidence from the sources to develop a comparative narrative. e.g. makes use of the arguments made in Level 1 to explore both sides of the argument. Candidate implicitly accepts the utility of the sources but does not challenge reliability.</p> <p>Text is readable spelling, grammar and punctuation, are largely accurate; meaning is clear.</p> <p><b>Level 4 [7-8 marks]:</b> Candidate agrees <b>and</b> disagrees with the statement and offers <b>detailed</b> evidence from the sources to develop a comparative narrative. e.g. uses the documents to develop a balanced narrative exploring the arguments for and against the proposition/examines not only what the sources say but also their provenance.</p> <p><b>Document D</b> Is balanced presenting factual evidence. The authors are presenting information for educational purposes. This makes the probability of deliberate bias low.</p> <p><b>Document F</b> Is information from an educational site. This makes the probability of deliberate bias low.</p>		

Question	Answer	Marks	Guidance
	<p><b>Document F</b> Is balanced presenting both sides of the argument without clearly coming down on one side or the other. Should be treated with care as it is a newspaper.</p> <p>Text is clearly readable spelling, grammar and punctuation, are accurate; meaning is clear.</p> <p><b>Level 5 [9-10 marks]:</b> As Level 4 but in addition the candidate is also able to <b>identify the limitations of relying on limited accounts.</b> Candidate offers a comprehensive <b>evaluation</b> of the content of the sources <b>to support a personal conclusion.</b> A more developed response to utility and the candidate will <b>develop the challenge to reliability</b> by identifying the need to contrast sources with each other to <b>identify and challenge conflicting views.</b></p> <p>Text is clearly readable spelling, grammar and punctuation, are accurate; meaning is very clear.</p>		

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