

GCSE

Humanities

Unit **B032**: Application of knowledge

General Certificate of Secondary Education

Mark Scheme for June 2015

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

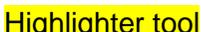
Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions)

Annotation	Meaning
	Correct response.
	Incorrect response.
	Benefit of doubt.
	Information omitted.
	Unclear.
	Level 1.
	Level 2.
	Level 3.
	Level 4.
	Level 5.
	Not answered question.
	Development.
	Irrelevant.
	Highlighting a particularly point on the script. Can be used in conjunction with another stamp.

All answers and pages with a response must have at least one annotation to show that they have been seen.

Subject-specific Marking Instructions
Application of the Mark Scheme**General Points**

- 1 This mark scheme is intended to assess candidates' understanding of the key concepts of this course and their ability to use contextual understanding to illustrate this understanding. This can be difficult. Marking should therefore be positive and seek to reward candidates for what they understand, know and can do.
- 2 Levels of response marking schemes by definition reward the level of understanding achieved by the candidate. If a candidate achieves a particular level descriptor this level should be awarded. Candidates do not necessarily have to achieve all lower level descriptors to achieve this level. Achievement in the level should be clearly sustained in the answer, not simply touched on.
- 3 There is always a choice of factual support which a candidate may deploy. This mark scheme is therefore indicative not prescriptive and examiners should use their professional judgement and the parameters of the syllabus content to reward appropriate information. In case of doubt refer to the Principal Examiner.

Specific Points

- 1 Half marks must not be used
- 2 Exemplars given in the mark scheme are indicative not prescriptive. Markers should use their professional judgement and knowledge to reward work which falls outside the examples given but is nevertheless worthy of reward.
- 3 Do not be afraid to award the top mark in a level. Reluctance to award top marks can lead to bunching of marks and a depression of marks overall.
- 4 The levels corresponding to the marks awarded should be indicated in the body of the text where the level is triggered.
- 5 Candidates are informed that marks for Quality of Written communication will be awarded in questions: 5, 11 and 12. Markers should award the top mark in the level achieved to reward QWC.

Question		Answer	Marks	Guidance
1		The insurers The employers insurers	1	
2		The employer	1	
3		<p>Level 2: (2-3 marks) Candidate makes a developed statement about why the HSE challenge panel was set up. e. g. In the past HSE was incorrectly used as an excuse to stop sensible activities going ahead. People who are not satisfied with the accuracy of HSE decisions can seek advice and clarification. Previous advice and conclusions can be reviewed enabling poor advice to be refuted.</p> <p>For top of level two statements must be used. One statement must be statement one above.</p> <p>Level 1: (1 mark) Candidate makes a general but unexplained statement about the panel e.g. people want to check whether what they have been told is right.</p> <p>[0 marks]No evidence submitted or response does not address the question.</p>	3	Accept alternative wording for each statement.

Question	Answer	Marks	Guidance
4	<p>Level 3: (4-5 marks) As Level 2 but candidate additionally identifies the different nature of the two documents. A is an advertisement seeking to attract business. B is a government document setting out the policy for reducing accidents at work.</p> <p>For top of level comment on which is more compelling. Risk is a fact of life but B looks to reduce the risk. A simply provides a remedy after an accident.</p> <p>Level 2: (2-3 marks) Candidate makes a developed statement e.g. A shows how to claim for compensation after an incident. The fact that the document exists shows that accidents do happen in spite of efforts to stop them. B sets out the responsibilities the employer has towards safety for anyone on their premises. It too implies that accidents will happen despite their best efforts.</p> <p>For top of level both statements from Document A & B should be developed.</p> <p>Level 1: (1 mark) Candidate makes a general but unexplained statement about the result e.g. proper safety at work would avoid accidents happening.</p> <p>[0 marks] No evidence submitted or response does not address the question.</p>	5	

Question	Answer	Marks	Guidance
5	<p>Document A: Injuries at work. Agree: sees some injuries at work as inevitable. Supports the aim but provides a remedy when things go wrong. Disagree: aims are easy to set but more difficult to realise. Supports the aim but takes the pragmatic view that risk free environments are a utopian ideal unlikely to be achieved. Practical support for those affected is therefore necessary.</p> <p>Document B: Reporting accidents at work. Agree: regulation of the workplace and identification of the responsibilities for safety will drastically improve the frequency and severity of accidents. This makes this process an important step on the road to a risk free environment. Disagree: whilst acknowledging the need to try to move towards a risk free environment the fact that the regulations exist and are enforced indicates an underlying acceptance that the aim is doomed to fail.</p> <p>Document C: Myth Busters Agree: the need for this panel indicates that employers etc., at the sharp end of ensuring a risk free environment, set unnecessary restrictions on people's actions in the hope that this will achieve the aim. Disagree: the fact that the HSE may publicly disagree with these actions, and appear to solicit examples of unnecessary restrictions, implies that they know that there is no possibility of a risk free environment.</p>	6	<p>Level 3: (5-6 marks) 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.</p> <p>Text is clearly readable, spelling grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 2: (3-4 marks) 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 Level 1 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> <p>Level 1: [1-2 marks] 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. it is impossible to have a risk free environment therefore people deserve compensation if the worst happens.</p> <p>[0 marks] No evidence submitted or response does not address the question.</p>

Question		Answer	Marks	Guidance
6	(a)	<p>strengths</p> <ul style="list-style-type: none"> • a lot of information available • easily accessible/quick • relatively cheap • true and accurate <p>weaknesses</p> <ul style="list-style-type: none"> • potentially out of date • gives outcomes but no insight into reasons • largely quantitative information 	5	<p>Level 3: (5 marks) A balanced statement which indicates a good knowledge of strengths and weaknesses.</p> <p>Level 2: (3-4 marks) A more detailed statement regarding the nature of secondary sources challenging validity, reliability and significance</p> <p>Level 1: (1-2 marks) A brief statement indicating that the candidate is aware of government statistics.</p> <p>(0 marks) No evidence submitted or response does not address the question.</p>
	(b)	<p>strengths</p> <ul style="list-style-type: none"> • designed to produce new information • can be quantitative or qualitative • original materials which contain original ideas • includes things from the time, documents, letters, photos etc. <p>weaknesses</p> <ul style="list-style-type: none"> • quantitative gives data but no reason • qualitative gives insight but not statistics • dependent on quality of researcher 	5	<p>Level 3: (5 marks) A balanced statement which indicates a good knowledge of strengths and weaknesses.</p> <p>Level 2: (3-4 marks) A more detailed statement regarding the nature of primary sources challenging validity, reliability and significance</p> <p>Level 1: (1-2 marks) A brief statement indicating that the candidate is aware of primary sources.</p> <p>[0 marks] No evidence submitted or response does not address the question.</p>

Question	Answer	Marks	Guidance
7	Protect or improve the environment	1	Either will gain the mark
8	Either: <ul style="list-style-type: none"> • European community environmental legislation or European community • International agreements 	1	
9	Any two from three: Emissions from: <ul style="list-style-type: none"> • Power plants/power stations • Production processes/refineries/waste plants • Manufacturing/factories 	2	
10	<ul style="list-style-type: none"> • Europe has gone too far • There is too much European legislation about the environment • Water and air too clean? • Whole place overrun with wildlife? • Places without strong regulations 	4	<p>Level 2: (3-4 marks) Candidate makes a balanced statement</p> <p>Level 1: (1-2 marks) Candidate identifies individual facts with no attempt to produce a coherent description</p> <p>[0 marks] No evidence submitted or response does not address the question.</p>

Question	Answer	Marks	Guidance
11	<p>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.</p> <p>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 an article in a newspaper and makes valid inference about potential for bias/unreliability on this basis.</p> <p>Candidate accepts the information in Document E at face value. Makes no attempt to explain the utility or reliability of the document eg Candidate response simply assumes the information is valid and therefore useful and reliable.</p>	6	<p>Level 3: (5-6 marks) Text is clearly readable spelling, grammar and punctuation, are largely accurate; meaning is clear</p> <p>Level 2: (3-4 marks) Text is readable, there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear</p> <p>Level 1: (1-2 marks) Text is difficult to read, poor spelling and grammar, little punctuation makes comprehension difficult.</p> <p>(0 marks) No evidence submitted or response does not address the question.</p>

Question	Answer	Marks	Guidance
12	<p>As Level 4 but in addition the candidate is also able to identify the limitations of relying on limited accounts. Candidate offers a comprehensive evaluation of the content of the sources to support a personal conclusion. Candidates will discuss the utility and provenance of the documents comparing the sources.</p> <p>Candidate agrees and disagrees with the statement and offers detailed 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. For the top of level answer examines not only what the sources say but also their provenance.</p> <p>Candidate agrees and disagrees with the statement and offers some 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 and does not challenge reliability. For the top of level answers must refer to at least two documents.</p> <p>Candidate has simplistic response to utility but does not challenge reliability. Candidate agrees or 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. <u>If there is</u></p>	10	<p>Level 5: (9-10 marks) Text is clearly readable spelling, grammar and punctuation, are accurate; meaning is very clear.</p> <p>Level 4: (7-8 marks) Text is clearly readable spelling, grammar and punctuation, are accurate; meaning is clear.</p> <p>Level 3: (5-6 marks) Text is readable spelling, grammar and punctuation, are largely accurate; meaning is clear.</p> <p>Level 2: (3-4 marks) Text is readable, there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear</p>

Question	Answer	Marks	Guidance
	<p><u>passing reference to the other side of the argument this must be sustained to move the answer to level three.</u></p> <p>eg Agree:</p> <ul style="list-style-type: none"> • Document D Laws will not succeed without a change of public attitudes • Document E Most governments are in breach of existing environmental laws and no action is taken • Document F British PM is considering abandoning some of the EU initiatives <p>disagree:</p> <ul style="list-style-type: none"> • Document D The UK environment is better protected and in a better state than 25 years ago • Document E The EEA exists, is concerned and governments co-operate by providing data for its work • Document F Greenpeace argue that things would be worse without strong environmental regulation therefore progress is being made <p>Candidate offers a rudimentary answer that either agrees or disagrees with the statement.</p> <p>Candidate makes no attempt to analyse and/or interpret the sources.</p>		<p>Level 1: (1-2 marks)</p> <p>Text is difficult to read, poor spelling and grammar, little punctuation makes comprehension difficult.</p> <p>[0 marks] No evidence submitted or response does not address the question.</p>

Question	Answer	Marks	Guidance
	<p>Document D Is a balanced statement indicating the need for and sources of environmental regulation. It accepts that there are weaknesses in the current system but balances this with the comment that progress is being made. Its conclusion is that the spirit is willing but people are not yet prepared to pay the economic price for the environment.</p> <p>Document E Is information from a government agency. This raises the issue of bias. However the document is quite challenging in its review of pollution and concludes that those responsible for environmental issues could and should do more.</p> <p>Document F Is information from an environmental pressure group. It is therefore likely to be biased towards the group's aims. This is supported by the tone of the document which is quite pointed. Needs to be treated with care as the opinions presented are one-sided though not necessarily untrue.</p>		

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