

**GCSE**

**Humanities**

Unit **B032**: Application of knowledge

General Certificate of Secondary Education

**Mark Scheme for June 2016**

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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.

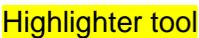
All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

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
	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.

Question		Answer	Marks	Guidance
1		Amnesty International	1	
2		Multinational companies do business in one or more countries other than their home country	1	
3		<p><b>Level 2: (2-3 marks)</b> Candidate makes a developed statement about the nature of the question e.g. The World Bank has been monitoring poverty since 1987. Between 1987 and 1999 limited progress has been made but some regions have got worse. Between 1987 and 2008 all regions made an improvement. Statement 1 suggests that current efforts will not make the difference therefore a new goal has to be set.</p> <p><b>Level 1: (1 mark)</b> Candidate makes a general but unexplained statement about the panel e.g. uses the introduction to the document – to have no more than 3% of the world's population living on subsistence level.</p> <p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p>	3	<p>For top of level both statements must be used.</p> <p>Use of statistics to support the first statement can also gain top of level.</p>

Question	Answer	Marks	Guidance
4	<p><b>Level 3: (4-5 marks)</b> As Level 2 but candidate additionally identifies the different nature of the two documents. A is from a pressure group Amnesty International. It campaigns for the protection of human rights and its information may therefore be biased. B is a document which appears to try to present a case for and against and could therefore be considered unbiased.</p> <p><b>Level 2: (2-3 marks)</b> Candidate makes a developed statement e.g. A criticises the way multinational companies behave and criticises the governments it claims should protect human rights. B either exploit child labour, destroying tradition ways of life or damage the environment.</p> <p><b>Level 1: (1 mark)</b> Candidate makes a general but unexplained statement about the result e.g. proper effective controls would protect human rights.</p> <p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p>	5	<p>For top of level could suggest that despite the implicit bias in A the negative information in B probably gives support to the view that multinationals cause more damage than benefit.</p> <p>To reach top of Level 2 they should relate the two statements to human rights.</p>

Question	Answer	Marks	Guidance
5	<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 should refer to the provenance of the evidence/attempt to use the documents to support a personal conclusion.</p> <p>Text is clearly readable, spelling grammar and punctuation are largely accurate; meaning is clear</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. They provide new technology and raise the standard of living.</p> <p>Text is readable; there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear.</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. they do help as they offer a lot of benefits to developing countries.</p> <p><b>Document A: Business and Human Rights.</b> <b>Agree:</b> says have not always benefited which suggests that there are some benefits helping LEDC development. <b>Disagree:</b> focus is really on damage to human rights and ineffective government controls/ does not really consider the benefit to be gained from development and whether this is a motive for multinationals.</p> <p><b>Document B: How Multinationals benefit/damage.</b></p> <p><b>Agree:</b> lists many of the development benefits that arrive with multinationals/states this offers benefits to developing countries and contributes to reducing and ending world poverty</p>	6	<p>Both statements for top of level.</p> <p>For the top of this level an additional statement should be provided.</p>

Question		Answer	Marks	Guidance
		<p><b>Disagree:</b> lists many of the negative impacts/states they have caused widening of gap between rich and poor/aim is to lower costs and increase profits not development per se/result MNCs perpetuate world poverty/destroy the environment/exploit child labour</p> <p><b>Document C: The World Bank and the end of poverty</b>  <b>Agree:</b> sets out aim of ending extreme poverty by 2030/no detail of how to do it/data provides rationale showing that over 21 years only one region has really made major progress – E Asia and Pacific.  <b>Disagree:</b> the statements in ‘agree’ seem to point to the conclusion that if development was really for the benefit of LEDCs more progress would have been made/the World Bank initiative may indicate that multinationals have benefited more than LEDCs</p> <p><b>[0 marks]</b>  No evidence submitted or response does not address the question</p>		
6	(a)	<p><b>Level 3: (5 marks)</b>  A balanced statement which indicates a good knowledge of strengths and weaknesses.</p> <p><b>Level 2: (3-4 marks)</b>  A more detailed statement regarding the nature of qualitative methods challenging validity, reliability and significance e.g.</p> <p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Provides greater depth and detail than quantitative research</li> <li>• Encourages people to be more open</li> <li>• Can find out what people think about an issue. Group or individuals</li> <li>• Provides detailed responses</li> <li>• Acceptance of the researcher by the group members or an individual</li> <li>• Researcher gains first-hand experience of the research topic</li> <li>• Allows the analysis of longitudinal studies to take place</li> </ul>	5	

Question	Answer	Marks	Guidance
	<p><b>weaknesses</b></p> <ul style="list-style-type: none"> <li>• Usually fewer people studied</li> <li>• Less easy to generalise</li> <li>• Difficult to make systematic comparisons</li> <li>• Dependent on skills of the researcher</li> <li>• It can take years to complete</li> <li>• Researcher bias</li> </ul> <p><b>Level 1: (1-2 marks)</b> A brief statement indicating that the candidate is aware of qualitative methods.</p> <p><b>(0 marks)</b> No evidence submitted or response does not address the question.</p>		
(b)	<p><b>Level 3: (5 marks)</b> A balanced statement which indicates a good knowledge of strengths and weaknesses.</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 interviewer can ask further questions to clarify interviewees answers</li> <li>• The method produces valid primary data</li> <li>• Interviewer can use interviewees body language to evaluate responses</li> </ul> <p><b>weaknesses</b></p> <ul style="list-style-type: none"> <li>• The process is time consuming and therefore more costly</li> <li>• The interviewer could be biased and lead the interviewee</li> <li>• Interviewees may be embarrassed to answer honestly with the interviewer present</li> </ul>	5	

Question	Answer	Marks	Guidance
	<p><b>Level 1: (1-2 marks)</b> A brief statement indicating that the candidate is aware of in depth interviews.</p> <p><b>0 marks]</b> No evidence submitted or response does not address the question.</p>		
7	Ageing population or Unhealthy lifestyle	1	Either will gain the mark
8	Infectious diseases or controllable infections	1	Either will gain the mark
9	<p>Any two from four:</p> <p>Risk of diseases</p> <p>Poverty</p> <p>Access to basic services</p> <p>Government spending priorities</p>	2	
10	<p><b>Level 2: (3-4 marks)</b> Candidate clearly selects from possible reasons in level 1 and describes why the points selected are major contributors to higher standards of health care.</p> <p><b>Level 1: (1-2 marks)</b> Candidate identifies individual facts with no attempt to produce a coherent description e.g.</p> <p>Incidence of infectious disease</p> <p>Living conditions are better</p> <p>Successful vaccination programmes</p> <p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p>	4	A minimum of two points made to reach top of level

Question	Answer	Marks	Guidance
11	<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 source/the information may be biased/it is only one piece of evidence which needs corroboration/other documents may be more informative/present opposing views Presents 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>Text is clearly readable spelling, grammar and punctuation, are largely accurate; meaning is clear</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 an article from a BBC website and makes valid inference about potential for bias/unreliability on this basis Text is readable, there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear</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>(0 marks)</b> No evidence submitted or response does not address the question.</p>	6	<p>If a brief reference is made to either utility or provenance without being supported by the source then stop at top of Level 1.</p>

Question	Answer	Marks	Guidance
12	<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> <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 a balanced statement indicating the problems a simplistic view of death rates throws up. It accepts that there are disparities in the figures and comments on the causes of this. Its conclusion is that the disparity for LEDCs could be more easily dealt with than the problems in MEDCs.</p> <p><b>Document E</b>            Is information from a BBC Website. This raises the issue of bias. However the document is quite balanced in its review of HDIs but concludes that those responsible for these issues could and should do more.</p> <p><b>Document F</b>            Is information from a website. This raises the issue of bias. The tone of the document is neutral. The information presented is balanced but requires support from other sources to be accepted as totally reliable.</p> <p>Text is clearly readable spelling, grammar and punctuation, are accurate; meaning is clear.</p>	10	For the top of level 4 candidates must refer to provenance.

Question	Answer	Marks	Guidance
	<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 and does not challenge reliability.</p> <p>Text is readable spelling, grammar and punctuation, are largely accurate; meaning is clear.</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 must be sustained to move the answer to level three.  Candidate has simplistic response to utility but does not challenge reliability.</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 shows that crude death rates are higher in LEDCs despite MEDCs having unhealthy lifestyles and diseases of affluence. Many deaths in LEDCs could be avoided by raising HDIs in Access to basic services, life expectancy and government spending priorities.</li> <li>• Document E There are a number of HDIs directly related to raising standards in healthcare. More emphasis on these would improve standards in LEDCs</li> <li>• Document F There are 5 causes of poor healthcare in LEDCs poor sanitation, overcrowding, poverty, climate and infant mortality. All of these can be addressed and have been effectively addressed in MEDCs. Raising HDIs would go a long way to achieving this.</li> </ul>		

Question	Answer	Marks	Guidance
	<p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• Document D despite the imbalance in crude death rates raising HDIs is not necessarily the only way to raise standards in healthcare for LEDCs. Currently some LEDCs have lower death rates because of their healthier lifestyle. Affluence can cause different problems for healthcare.</li> <li>• Document E No all HDIs relate directly to healthcare the contribution of some would be small therefore any shift in emphasis would require targeted choices.</li> <li>• Document F LEDCs would need to take note of the diseases of affluence affecting MEDCs otherwise raising HDIs could simply replace one set of health problems with another.</li> </ul> <p>Text is difficult to read, poor spelling and grammar, little punctuation makes comprehension difficult.</p> <p><b>(0 marks)</b> 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>		

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