

Humanities

General Certificate of Secondary Education

Unit **B031**: Cross-curricular themes

Mark Scheme for June 2013

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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.
	Not answered question.
	Development.
	Irrelevant.
Highlighter tool	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.

Section A – Issues of Citizenship

Question			Answer	Marks	Guidance
1	(a)	(i)	1 mark for each correct fact relating to the term Ballot eg: <ul style="list-style-type: none"> the act of voting the form used in secret voting the total number of votes cast in an election the official list of candidates trying to get elected. 	3	If correct example(s) are given maximum of 1 mark. If candidate response is more structured to the electoral process than definition of the term reward appropriately.
		(ii)	1 mark for each correct fact relating to the term Proportional Representation eg: <ul style="list-style-type: none"> a voting system to make all votes count a more complicated system than first past the post aims to give voters more choice produces a parliament that reflects how people vote. 	3	If correct example(s) are given maximum of 1 mark. eg Single transferable vote.
	(b)	(i)	Any two of: <ul style="list-style-type: none"> torture unfair trials illegal executions. 	2	
		(ii)	Any two of: <ul style="list-style-type: none"> child labour cost of Aids drugs in Africa loss of childhood/education. 	2	

Question		Answer	Marks	Guidance
1	(c)	<p>Candidate writes a comprehensive evaluation of the arguments that can be deployed for and against in the debate on referendums. This may include reference to all the bullet points and/or relevant information drawn from candidate's own knowledge.</p> <p>Candidate writes a developed answer for and against the debate on referendums which include reference to a majority of the bullet points and/or relevant information drawn from the candidate's own knowledge.</p> <p>Candidate writes a limited answer which sets out arguments for and against the debate on referendums. The answer may be weighted in favour of one side rather than a balanced evaluation. The answer should refer to some of the bullet points and/or relevant information drawn from the candidate's own knowledge.</p>	10	<p>Level 4 (9–10 marks) To reach top of the level candidates will reach a personal conclusion eg valid arguments can be made from the bullet points and/or own knowledge.</p> <p>Text is clearly readable; spelling, grammar and punctuation are accurate; meaning is very clear.</p> <p>Level 3 (6–8 marks) Will build on the type of information in Level 2 but will develop the answer by identifying that the argument made by each is individual but also interacts with the arguments made by others eg if Parliament is a sovereign body elected to run the country why bother with referendums/what turnout in a referendum makes it binding on a government a simple majority/two thirds.</p> <p>To reach top of the level candidates will comment in depth.</p> <p>Text is clearly readable; spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 2 (3–5 marks) To reach top of level candidates will clearly comment on at least two examples.</p> <p>Parliament: is elected to govern, constant referendums would take away some of their power and reduce their importance. Voter turnout: if referendums became too frequent many voters might not vote allowing major decisions to be taken by a minority. Government policy: referendums could force governments to change policy after an election that they had said they would put in place.</p>

Question	Answer	Marks	Guidance
	<p>Candidate offers general assertion about referendums focussing on one argument eg Parliament is elected to run the country therefore referendums are not necessary/lots of voters do not vote in general elections why would they in a referendum.</p>		<p>Voter opinions: voters might have more extreme views on some issues eg capital punishment which could cause problems.</p> <p>Text is readable; there are mistakes in spelling, grammar and punctuation; comprehension of meaning is largely clear.</p> <p>Level 1 (1–2 marks) For top of level candidate attempts to develop example given.</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>

Section B – Issues of Economic Wellbeing and Financial Capability

Question			Answer	Marks	Guidance
2	(a)	(i)	1 mark for each correct fact relating to the term Negotiation eg: <ul style="list-style-type: none"> • discussion about an issue • discussion between people with differing views • aim to reach an agreement/compromise. 	3	If correct example(s) are given maximum of 1 mark.
		(ii)	1 mark for each correct fact relating to the term Arbitration eg: <ul style="list-style-type: none"> • a way of resolving a dispute • two parties in dispute agree to third party to decide • decision is binding. 	3	If correct example(s) are given maximum of 1 mark.
	(b)	(i)	Any two of: <ul style="list-style-type: none"> • better seeds • new technology. 	2	
		(ii)	Any two of: <ul style="list-style-type: none"> • automation • flexible work practices. 	2	

Question		Answer	Marks	Guidance
2	(c)	<p>Candidate writes a comprehensive evaluation of the considerations that can be reviewed for and against in the decision on borrowing. This may include reference to all the bullet points and/or relevant information drawn from candidate's own knowledge.</p> <p>Candidate writes a developed answer on the considerations that can be reviewed for and against in the decision on borrowing which includes reference to a majority of the bullet points and/or relevant information drawn from the candidate's own knowledge.</p> <p>Candidate writes a limited answer which sets out arguments for and against in a review of the decision on borrowing. The answer may be weighted in favour of one side rather than a balanced evaluation. The answer should refer to some of the bullet points and/or relevant information drawn from the candidate's own knowledge.</p>	10	<p>Level 4 (9–10 marks) To reach top of the level candidates will reach a personal conclusion eg arguments can be made for and against all methods of borrowing but my analysis shows that some are clearly more and some less appropriate. Some seem designed to benefit the lender at the expense of the borrower.</p> <p>Text is clearly readable; spelling, grammar and punctuation are accurate; meaning is very clear.</p> <p>Level 3 (6–8 marks) Will use the type of information in Level 2 and will develop the answer by identifying the pros and cons of using each method for short and medium term borrowing eg a credit card effectively gives interest free borrowing over the very short term but would be poor value for medium term borrowing because of the high interest rate.</p> <p>To reach top of the level candidates will comment in depth.</p> <p>Text is clearly readable; spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 2 (3–5 marks) Credit cards: flexible and convenient/monthly statement/loan is interest free if all repaid/any less payment attracts high rate of interest/not really for medium term borrowing. Personal loans: fixed amount/interest rate/and time period/interest rate determined by amount and time period/longer and higher = lower/can be secured/unsecured Store cards: similar to credit cards/higher rate of interest than CCs or Personal Loans/usually limited to one store.</p>

Question	Answer	Marks	Guidance
	<p>Candidate offers general assertion about one type of borrowing focuses either on short or medium term (or does not specify and writes in general terms) or one bullet point eg Personal loans are good because you can borrow different amounts of money/over different periods of time/at different rates of interest.</p>		<p>Hire purchase: not <i>higher</i> purchase/goods owned by finance company/purchaser hires them until final repayment/repayment methods similar to personal loan/limited rights to do things to property because not owned.</p> <p>Text is readable; there are mistakes in spelling, grammar and punctuation; comprehension of meaning is largely clear.</p> <p>Level 1 (1–2 marks) For top of level candidate attempts to develop example given.</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>

Section C – Environmental Issues

Question			Answer	Marks	Guidance
3	(a)	(i)	1 mark for each correct fact relating to the term Recycling eg: <ul style="list-style-type: none"> • reuse rubbish • saves raw materials • avoids landfill • helps the environment. 	3	If correct example(s) are given maximum of 1 mark.
		(ii)	1 mark for each correct fact relating to the term Environmental footprint eg: <ul style="list-style-type: none"> • measures human impact on earth e.g. climate change • identifies earths ability to sustain this impact • drives the move towards sustainable living. 	3	If correct example(s) are given maximum of 1 mark.
	(b)	(i)	Any two of: <ul style="list-style-type: none"> • 1890 –1940 Average temperature rise of 0.25 degrees C • 1967 – Computer predictions of 1.2 degrees C. 	2	Dates are not compulsory.
		(ii)	Any two of: <ul style="list-style-type: none"> • 1957 regular measurement of CO2 levels shows annual rise • 1967 computer simulation predicts 1.2 degrees C rise because of CO2 rise. 	2	Dates are not compulsory. Answers not relating directly to the appropriate terminology must not be rewarded.

Question		Answer	Marks	Guidance
3	(c)	<p>Candidate writes a comprehensive evaluation of the challenges that can be considered in the aim of achieving sustainable development. This may include reference to all the bullet points and/or relevant information drawn from candidate's own knowledge.</p> <p>Candidate writes a developed answer on the challenges that can be considered in the aim of achieving sustainable development which includes reference to a majority of the bullet points and/or relevant information drawn from the candidate's own knowledge.</p> <p>Candidate writes a limited answer on the challenges that can be considered in the aim of achieving sustainable development. The answer may be weighted in favour of one side rather than a balanced evaluation. The answer should refer to some of the bullet points and/or relevant information drawn from the candidates own knowledge.</p>	10	<p>Level 4 (9–10 marks) To reach top of the level candidates will reach a personal conclusion eg arguments can be made for and against all the statements but my analysis shows that developing nations have the right to develop supported by the developed nations who should make the largest contribution to achieve sustainable development.</p> <p>Text is clearly readable; spelling, grammar and punctuation are accurate; meaning is very clear.</p> <p>Level 3 (6–8 marks) Will use the type of information in Level 2 and will develop the answer by identifying the arguments for/against each statement eg developed countries should help because they caused the problem. It is unfair to keep people poor when development has made others rich. The rich must share to get rid of poverty and disease through development aid.</p> <p>To reach top of the level candidates will comment in depth.</p> <p>Text is clearly readable; spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 2 (3–5 marks) Responsibility: developed nations have created the problem/they should sort it out/allow developing nations to develop. Sustainability: access to water and sanitation/reduction of world poverty/access to energy/impact on climate. Development: UN Convention on Climate Change/poorer nations have right to econ development/also vulnerable to effects of climate change.</p>

Question	Answer	Marks	Guidance
	<p>Candidate offers general assertion about one challenge, or does not specify and writes in general terms eg developed nations caused the current situation/developing nations are entitled to develop.</p>		<p>Costs of development: adaptation to climate change/environmentally friendly technology/more expensive/countries who caused it should pay.</p> <p>Text is readable; there are mistakes in spelling, grammar and punctuation; comprehension of meaning is largely clear.</p> <p>Level 1 (1–2 marks) For top of level candidate attempts to develop example given.</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>

Section D – Religious and Moral Issues

Question			Answer	Marks	Guidance
4	(a)	(i)	1 mark for each correct fact relating to the term Natural evil eg: <ul style="list-style-type: none"> the result of natural processes no individual is to blame not caused by anyone's action or inaction. 	3	If correct example(s) are given maximum of 1 mark.
		(ii)	1 mark for each correct fact relating to the term Moral evil eg: <ul style="list-style-type: none"> the result of action or inaction by someone some is deliberate caused by greed some is accidental caused by ignorance. 	3	If correct example(s) are given maximum of 1 mark.
	(b)	(i)	Any two of: <ul style="list-style-type: none"> Religious (organisations) or Religion. The law. 	2	Naming two religions is not an acceptable response.
		(ii)	Any two of: <ul style="list-style-type: none"> Hindu Buddhist Sikh. 	2	

Question		Answer	Marks	Guidance
4	(c)	<p>Candidate writes a comprehensive evaluation of the similarities and differences in beliefs about god. This may include reference to all the bullet points and/or relevant information drawn from candidate's own knowledge.</p> <p>Candidate writes a developed answer on the similarities and differences in beliefs about god which includes reference to a majority of the bullet points and/or relevant information drawn from the candidate's own knowledge.</p> <p>Candidate writes a limited answer on the similarities and differences in beliefs about god. The answer may be weighted in favour of one side rather than a balanced evaluation. The answer should refer to some of the bullet points and/or relevant information drawn from the candidate's own knowledge.</p>	10	<p>Level 4 (9–10 marks) To reach top of the level candidates will reach a personal conclusion eg Despite many seeming differences in belief most religions have more in common with differences being cultural rather than significant.</p> <p>Text is clearly readable; spelling, grammar and punctuation are accurate; meaning is very clear.</p> <p>Level 3 (6–8 marks) Will use the type of information in Level 2 and will develop the answer by highlighting the similarities and differences of the religions chosen eg most religions have similar views about the nature of a supreme being but the detail of this being varies widely across and even inside religions.</p> <p>To reach top of the level candidates will comment in depth.</p> <p>Text is clearly readable; spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 2 (3–5 marks) Number: Islam, Judaism and Sikhism believe in one god/Hinduism has many gods but all are different expressions Brahman/Buddhists do not really have a god/Christianity believes in one God with three aspects. Beliefs: Christians believe in the Bible/Jesus son of God/executed and resurrected/Islam Muhammad is last prophet/scriptures the Qur'an/word of god dictated to prophet/Buddhists have two texts/sayings of Buddha/comments on sayings/Hindu/the Vedas/Sikhs/Guru Granth Sahib/the teachings and writings of the gurus/Judaism/the Torah/given to Moses by G–d on Mt Sinai/these are the rules for Jewish life.</p>

Question	Answer	Marks	Guidance
	<p>Candidate offers general assertion about a religion of belief, or does not specify and writes in general terms eg some religions believe in only one all powerful god, others have more.</p>		<p>Relationship: Christianity/Islam/Judaism/God/G–d/ is omnipotent, omnipresent and omniscient/God/G–d is absolute perfection/Buddhists vary in belief/some see Buddha as human/some believe he is a human form of an eternal being/Hindus recognise one god/involved in life on earth and the universe/beyond human understanding/Sikhs believe in one all powerful god/created universe for humans to enjoy.</p> <p>Worship: Christianity has no standard form/changes when groups split off/two major types/formal and informal/Islam the 5 pillars/Shahada/Salat/Zakat/Saum/ Hajj/Buddhist, follow Buddha seeking personal enlightenment/temples/mantras/meditations/Beads Hindu/Mandir or Temple/ food and drink offered/ prayers/picture or statue/Judaism/study of the Torah/ prayer/ celebration of festivals/Sikh/pray any time any where/Gurdwara where the Sikh scriptures are kept/ Sikhs have no priests.</p> <p>For top of level candidate attempts to develop example given.</p> <p>Text is readable; there are mistakes in spelling, grammar and punctuation; comprehension of meaning is 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>

Section E – Issues of Health and Welfare

Question			Answer	Marks	Guidance
5	(a)	(i)	Falling.	1	
		(ii)	Any two from: <ul style="list-style-type: none"> • increased awareness of health and safety issues/risk by employers and employees • increased training in safe working • safer machinery • chance. 	2	
		(iii)	1.24 days per worker.	1	
		(iv)	Fatal and major injuries/work related injuries. Days lost per worker.	2	

Question		Answer	Marks	Guidance
5	(b)	<p>Candidates draw extensively on relevant information from the Figs and quote it in context to support their argument throughout their answer.</p> <p>Candidates draw some relevant information from the Figs, quoting it as evidence, in specific parts of their answer.</p> <p>Candidate implicitly uses the Figs to help construct their answer.</p>	14	<p>To record levels for this question please indicate level for AO2 on the left hand side of the candidates' script. Record level for AO1 underneath this.</p> <p>In this answer there are six marks for AO2. These should be awarded as follows:</p> <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 are mistakes in spelling, grammar and punctuation; comprehension of meaning is 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
	<p>Candidate writes a comprehensive evaluation of the arguments for and against the statement. This may include reference to all the bullet points and/or relevant information drawn from candidate's own knowledge.</p> <p>Candidate writes a developed answer of the arguments for and against the statement which includes reference to a majority of the bullet points and/or relevant information drawn from the candidate's own knowledge.</p> <p>Candidate writes a limited answer on the arguments for and against the statement. The answer may be weighted in favour of one side rather than a balanced evaluation. The answer should refer to some of the bullet points and/or relevant information drawn from the candidates' own knowledge.</p>		<p>In this answer, there are eight marks for AO1. These should be awarded as follows:</p> <p>Level 4 (7–8 marks) Text is clearly readable; spelling, grammar and punctuation are accurate; meaning is very clear.</p> <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) The employer's duty of care: main responsibility/controlling risks at work/this is duty of care/applies to anyone on premises as well as employees/it is a legal responsibility. The expectation on employees: workers have to make workplace safe/prevent risks where possible/should work safely/inform employer of circumstances that could affect their safe working eg medication. The process of risk assessment: 5 stages/assess risk/decide on control/put control in place/train workers/monitor solution for effectiveness/keep record. Emergency planning: as well as safe working forward plan for emergencies/evacuation plan/all made aware eg fire.</p> <p>Text is readable; there are mistakes in spelling, grammar and punctuation; comprehension of meaning is largely clear.</p>

Question	Answer	Marks	Guidance
	Candidate offers a simple statement in relation to the question eg the employer is in charge so it should be his responsibility totally.		Level 1 (1–2 marks) Text is difficult to read; poor spelling and grammar; little punctuation makes comprehension difficult. (0 marks) No evidence submitted or response does not address the question.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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