

GCSE

Humanities

Unit **B031**: Cross-curricular themes

General Certificate of Secondary Education

Mark Scheme for June 2015

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.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2015

Annotations

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

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

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	(a)	(i)	Make new laws Bring old laws up to date Lengthy process Involves House of Lords, House of Commons Several stages in both houses/ then royal assent.	3	Candidates may say Parliament puts into place things which the government wants to happen without explicitly using the term Law. Candidates who give a specific example can be rewarded up to a maximum of 1 mark.
		(ii)	Judge made law or case law Using decisions in similar cases as guidelines Over time guidelines had to be followed Higher courts decisions carry more weight.	3	Candidates who give a specific example can be rewarded up to a maximum of 1 mark.
	(b)	(i)	Main parties argue over policy details – difficult to choose who to support Less than one per cent of the UK population joins a political party. Scandals have reduced public respect for parties Parties appear too white, too privileged and too male Candidates selected from same small group of individuals.	2	
		(ii)	Attract wider range of talent Listen more Become more representative of the public.	2	

Question	Answer	Marks	Guidance
(c)	<p>Candidate writes a comprehensive evaluation of active citizenship.</p> <p>Candidate writes about at least three of the prompts around active citizenship in an explicit manner or they may use specific examples or relevant information drawn from their own knowledge. Will build on the type of information in Level 2 but will develop the answer by identifying the interrelated nature of the statements describing active citizenship.</p> <p>Candidate writes a limited/general answer of active citizenship. The answer should refer to some of the bullet points and/or relevant information drawn from the candidate's own knowledge.</p> <p>Candidate offers general assertion about active citizenship e.g. the importance of Parliamentary Elections</p>	10	<p>Level 4: (9-10 marks) To reach top of the level candidates will reach a personal conclusion e.g. all four prompts are considered and relative weight is given to each. Text is clearly readable spelling, grammar and punctuation is accurate; meaning is very clear.</p> <p>Level 3: (6-8 marks) To reach top of the level candidates will comment in depth. Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 2: (3-5 marks) Candidate writes about more than one aspect of the issue. Text is readable, there are mistakes in spelling grammar and punctuation; comprehension of meaning is largely clear</p> <p>Level 1: (1-2 marks) To reach the top of the level the candidate must attempt to develop the example used. 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>The use of referenda on issues: Once elected governments can make decisions without consulting citizens, they voted for the policies therefore they can be implemented/referendums allow citizens an active role in decision making/can answer questions government is asking/give opinion on major issues/test public opinion on issues not raised in the election/not always possible to ask yes/no question on issues/people may get bored and not vote – what value then? /cost/do they bind the government to act?</p> <p>The UK's involvement in the European Union: Poor turnout in EU elections/lack of interest of UK citizens about what happens in Europe/potential for influencing EU by referenda/EU law overrides national law especially economic and social policy/50% of national laws come directly from the EU/only the EU Parliament is directly elected/all other institutions are appointed by member governments/No UK law can operate if it conflicts with EU law/</p> <p>The importance of Parliamentary elections: Parliament makes laws and decisions that affect everyone's lives/voting in elections allows citizens to influence this process/other methods involve contacting MPs/ they have many methods of helping citizens/individuals can submit evidence to parliamentary committees/contribute to consultations on proposed laws/White and Green Papers/over 18s can stand for election.</p> <p>The citizens' involvement in local government: Citizens more likely to come into contact with local councillors and workers/central government decides national policy/day to day implementation is responsibility of local council/some are compulsory others optional/LA's spend 25% of public spending in the UK/LA's are run by local councillors elected by local people/councillors make decisions and pay employees to put them into practise.</p>		

Question			Answer	Marks	Guidance
2	(a)	(i)	Working from home Working flexi time No set hours Job share.	3	Candidates who give a specific example can be rewarded up to a maximum of 1 mark.
		(ii)	Contract with start date but no end date Employee works agreed hours Agreed hours will not be full business hours Zero hours contracts.	3	Candidates who give a specific example can be rewarded up to a maximum of 1 mark.
	(b)	(i)	Easy to get Quite cheap if paid back on time Available to almost anyone Quick to arrange.	2	
		(ii)	Missed payments are costly Can affect credit rating Other forms of borrowing are cheaper if needed frequently.	2	

Question	Answer	Marks	Guidance
(c)	<p>Candidate writes a comprehensive evaluation of changes in employment.</p> <p>Candidate writes about at least three of the prompts around changes in employment in an explicit manner or they may use specific examples or relevant information drawn from their own knowledge. Will build on the type of information in Level 2 but will develop the answer by identifying the interrelated nature of the statements.</p> <p>Candidate writes about more than one aspect of the issue. Candidate writes a limited/general answer of changes on the workforce. The answer should refer to some of the bullet points and/or relevant information drawn from the candidate's own knowledge.</p> <p>Candidate offers general assertion about changes e.g. more women are working/there are less primary jobs/more people work in banks</p>	10	<p>Level 4: (9-10 marks) To reach top of the level candidates will reach a personal conclusion e.g. all four prompts are considered and relative weight is given to each.</p> <p>Text is clearly readable spelling, grammar and punctuation is accurate; meaning is very clear.</p> <p>Level 3: (6-8 marks) To reach top of the level candidates will comment on reasons 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 prompts.</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) To reach the top of the level the candidate must attempt to develop the example used.</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>Changes in technology: Both primary and secondary industries begin as labour intensive. Increased mechanisation reduces the need for labour. This leads to a decline in employment but not necessarily in output.</p> <p>Changes in the organisation of work: In the 20thC changes were related to shifts from sector to sector. In the 21stC changes will be less about sectors and more about how, when and where people work, and for how long.</p> <p>The feminisation of the work force: In the past 30 years there has been a significant rise in women in employment. These were mainly women with young children. Employers reacted to the need for flexibility which has advantages and disadvantages.</p> <p>The impact of e-commerce: This may have an increasing impact on employment. Rising numbers of internet users and improvements in high speed broadband have made this sector more important. Websites can reduce labour costs but customers can be put off by the lack of the human touch.</p>		

Question			Answer	Marks	Guidance
3	(a)	(i)	Resources which can be replenished/sustainable Resources which do not harm the environment Reduces carbon emissions from finite polluting resources Resources which can be recycled/reused.	3	Candidates who give a specific example can be rewarded up to a maximum of 1 mark.
		(ii)	Pollution Possible global warming effects Loss of habitat due to deforestation / urbanisation.	3	Candidates who give a specific example can be rewarded up to a maximum of 1 mark. Positive consequences may be cited as examples.
	(b)	(i)	How accurate are the results? May take some time to produce accurate results Do climatologists alter data to get the answer they want?/ could be biased Great temptation to doubt their usefulness.	2	
		(ii)	Climate researchers can compare their data with reality Climatologists have stopped giving definite predictions – now talk of probabilities Compare results from different models to give a range.	2	

Question	Answer	Marks	Guidance
3	<p>Candidate writes a comprehensive evaluation of how convincing the arguments for and/or against climate change being natural or manmade.</p> <p>Candidate writes about at least three of the prompts about the reality of climate change in an explicit manner or they may use specific examples or relevant information drawn from their own knowledge. Will build on the type of information in Level 2 but will develop the answer by identifying the interrelated nature of the statements which contribute to the view that climate change is natural not man made or vice versa.</p> <p>Candidate writes about more than one aspect of the issue. Candidate writes a limited/general answer on scientific evidence on climate change. The answer should refer to some of the bullet points and/or relevant information drawn from the candidate's own knowledge.</p> <p>Candidate offers general assertion about climate change e.g. it is all the fault of the developed nations.</p>	10	<p>Level 4: (9-10 marks) To reach top of the level candidates will reach a personal conclusion e.g. all four prompts are considered and relative weight is given to each.</p> <p>Text is clearly readable spelling, grammar and punctuation is accurate; meaning is very clear.</p> <p>Level 3: (6-8 marks) To reach top of the level candidates will comment on the argument 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 prompts.</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) To reach the top of the level the candidate must attempt to develop the example used. 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>Climate change is not happening at all: The climate of the earth is not fixed. Changes in it have occurred since the earth was formed 4600 million years ago. UK has been submerged, a tropical rainforest twice and a desert.</p> <p>It is a natural process not man made: Climate change has come to mean the changes in temperature recorded over the last 100 years. This is not man made but is due to natural causes such as changes in the earth's orbit, volcanic eruptions and the sun, not humans.</p> <p>Climate change supporters exaggerate: The changes recorded are not large and the bad effects of climate change are often exaggerated. Everything that goes wrong is attributed to climate. The impact of changes to the way we live will not help but simply mean a lot of people will be deprived of development. There is no need for urgent action.</p> <p>Climate change predictions are unreliable: Computer models which predict the future climate are unreliable and based on assumptions.</p>		

Question			Answer	Marks	Guidance
4	(a)	(i)	Established by holy scriptures They are inappropriate for 2015 They are compulsory They are given by the deity/prophets/holy figures Religious guidelines for life.	3	Candidates who give a specific example can be rewarded up to a maximum of 1 mark.
		(ii)	Most religions are against prejudice and discrimination on e.g. Race, Gender, Belief God made everyone so we are all equal Some religions believe in a higher status for men.	3	Candidates who give a specific example can be rewarded up to a maximum of 1 mark.
	(b)	(i)	The universe just happened It was not made by a creator God.	2	
		(ii)	Does not disprove the existence of God Creation theories are very close to Big Bang.	2	

Question	Answer	Marks	Guidance
(c)	<p>Candidate writes a comprehensive evaluation of why suffering is something to put up with by believers, because there is a better life after death.</p> <p>Candidate writes about at least three of the prompts in an explicit manner or they may use specific examples or relevant information drawn from their own knowledge. Will build on the type of information in Level 2 but will develop the answer by identifying the interrelated nature of the different prompts.</p> <p>Candidate writes about more than one aspect of the issue. Candidate writes a limited/general answer on the attitudes to suffering. The answer should refer to some of the bullet points and/or relevant information drawn from the candidate's own knowledge.</p> <p>Candidate offers general assertion about attitudes to suffering e.g. Most religions have an explanation for why there is suffering in the world. If only one religion is referred to award maximum Level 1.</p>	10	<p>Level 4: (9-10 marks) To reach top of the level candidates will reach a personal conclusion e.g. all four prompts are considered and relative weight is given to each.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p> <p>Level 3: (6-8 marks) To reach top of the level candidates will comment on reason 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 prompts.</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) To reach the top of the level the candidate must attempt to develop the example used.</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>Religious beliefs as to why there is suffering in the world: For Christians suffering is part of the plan which only God fully understands. Muslims see suffering as part of life a test of the way they live. Buddhists see suffering as just another emotion caused by desire. Sikhs see it as pride leading to selfish behaviour. Jews see it as a test of people's faith.</p> <p>Why is suffering a problem for religion? : Why does God allow it? A loving God would not. An all-powerful God would stop it. An all knowing God knows it exists why allow it to continue?</p> <p>Moral evil and natural evil: Moral evil is when someone does something they know is not right. Not all of it is deliberate some is accidental. Deliberate caused by hatred, greed and other emotions. Accidental – ignorance, laziness and thoughtlessness. Natural evil is a result of a natural process. Cancer and natural disasters.</p> <p>Suffering and the belief in an afterlife: Christians cope with suffering by the expectation of a greater existence with God in the afterlife. Muslims believe they will be judged by their reaction to the test. Buddhists and Hindus believe in reincarnation.</p>		

Question			Answer	Marks	Guidance
5	(a)	(i)	Eating more foods high in sugar and/or saturated fats. People exercising less.	1	
		(ii)	Cut the risk of disease Have more self confidence Better quality of life People feel better In older people it delays the deterioration in their health.	2	
		(iii)	Teaching good habits Taking responsibility for younger children's health.	1	
		(iv)	Personal accountability for food choices and/or lifestyle habits eg drinking/smoking We are responsible for our health.	2	

Question	Answer	Marks	Guidance
(b)	<p>The impact of lifestyle on the individual: Obesity leading to vulnerability to various diseases e.g. blood pressure, heart disease, diabetes and cancer.</p> <p>The costs of obesity to society: Increased pressure on the limited resources of the NHS. Most important public health challenge currently. By 2050 60% of population is predicted to be obese.</p> <p>The rights of the individual: Health is an individual responsibility but many are aware that they need guidance on healthy living and should listen to advice from others.</p> <p>The responsibility of government for the individual: Parents and the government should support and give advice. Government has a responsibility to provide an NHS service but not necessarily for self-inflicted conditions.</p>	14	<p>In this answer there are six marks for AO2. These should be awarded as follows:</p> <p>Level 3: (5-6 marks) Candidates draw extensively on relevant information from the Documents and quote it in context to support their argument throughout their answer.</p> <p>Level 2: (3-4 marks) Candidates draw some relevant information from the Documents, quoting it as evidence, in specific parts of their answer.</p> <p>Level 1: (1-2 marks) Candidate implicitly uses the Documents to help construct their answer.</p> <p>To reach the top of the level the candidate must attempt to develop the example used.</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>In this answer there are eight marks for AO1. These should be awarded as follows</p> <p>Level 4: (7-8 marks) Candidates make a valid and developed explanation in response to the question and may make a decision or develop a conclusion supported by argument. Text is clearly readable spelling, grammar and punctuation is accurate; meaning is very clear.</p> <p>Level 3: (5-6 marks) Candidates attempt to give a developed account which could include at least three of the prompts. Developed examples or relevant information drawn from their own knowledge may be given.</p> <p>Text is clearly readable spelling grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 2: (3-4 marks) Candidates either give developed examples of at least two of the prompts or a more generalised statement using examples or relevant information drawn from their own knowledge.</p> <p>Level 1: (1-2 marks) Candidates offer a simple statement in relation to the question e.g. it is an individual matter and should be left to individuals unless they are too young.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p>

Question	Answer	Marks	Guidance
			(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

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

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

© OCR 2015

