

GCSE

Humanities

Unit **B031**: Cross-curricular themes

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.

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

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Annotations

Annotation	Meaning
	Correct response.
	Incorrect response.
BOD	Benefit of the doubt given.
	Information omitted.
	Unclear.
L1	Level 1.
L2	Level 2.
L3	Level 3.
L4	Level 4.
NAQ	Not answered question.
DEV	Development.
IRRL	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)	A system of choosing a government by election Representatives chosen to make decisions on behalf of all / the people The people have the power Equality or rights for all Freedom of speech Freedom from arbitrary use of power	3	Only one example can be credited.
		(ii)	One person/political party in total power Limited/no rights or freedoms Opposition is not allowed Some organisations are banned e.g. Civil Rights/human rights State terrorism to maintain rule – secret police	3	Only one example can be credited.
	(b)	(i)	Births Deaths Migration	2	
		(ii)	Biggest rise Any other white Biggest fall White British	2	

Question	Answer	Marks	Guidance
(c)	<p>Level 4: (9-10 marks) Candidate writes a comprehensive evaluation of human rights 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) Candidate writes clearly about at least three of the prompts around human rights</p> <p>Will build on the type of information in Level 2 but will develop the answer by identifying the interrelated nature of the statements describing human rights</p> <p>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) Candidate writes about more than one aspect of the issue or a more generalised statement touching on most of the prompts and/or their own studies.</p> <p>The development of human rights: The idea that everyone is entitled to human rights is fairly new. Rights have generally been gained through membership of groups, family, nation, religion. Documents such as Magna Carta (1215) Bill of Rights (1689), Rights of Man (1789), US Bill of Rights (1791). Many excluded groups such as women. WWII was catalyst for global rights. UDHR (1948) made human rights and international not national issue.</p> <p>Legal, social and political rights: Citizens should obey the law which entitles them to rights under the law/social rights are more difficult to define as they are not written down but are generally accepted ways of behaving/this can cause problems when there is more than one</p>	10	This can take the form of a second prompt or it may be an aspect from their own studies.

Question	Answer	Marks	Guidance
	<p>acceptable way to behave/political rights relate to how a society chooses to rule themselves democracy gives the right to vote.</p> <p>Human rights law: European Convention on Human Rights was the European response to the UDHR. European Commission on Human Rights monitors the convention. The Human Rights Act incorporates in Convention into British Law.</p> <p>Protection against human rights abuses: Basic Human rights are now included in national and international law. Who should enforce action against abuses? Governments are not always seen as reliable. Non-governmental organisations such as Liberty give publicity by campaigning and lobbying. The UN provides an international dimension. International groups such as Amnesty. Individuals by voting and supporting campaigning groups can play a part.</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) Candidate offers general assertion about human rights focusing on one prompt e.g. the development of human rights. To reach the top of the level the candidate must attempt to develop the example used. No evidence submitted or response does not address the question. (0 marks)</p>		

Question			Answer	Marks	Guidance
2	(a)	(i)	An agreement between employers and employees Working time is set and paid for/salary/hours of work The roles and/or responsibilities of the job Workers are directed in their work by a manager/supervisor Workers are entitled to paid holidays Workers have employment rights/consequences for breaking the contract	3	Only one example can be credited. Do not credit Health and Safety.
		(ii)	Organisation made up of members predominantly workers TU protects and supports workers in workplace Negotiate with employers on pay and conditions Discuss members concerns with employers Provide members with legal and financial advice	3	Only one example can be credited.
	(b)	(i)	No need to go shopping Better range of possible sellers Competition online makes prices very competitive Range of sellers allows best deal in quality as well as price	2	Candidates must produce developed responses. Single words, particularly the table headers should not be rewarded without development. Any 2 points from Document B second column can be rewarded.
		(ii)	Financial – concerns about payment security online Not able to actually see goods being purchased Goods being damaged/goods not arriving at all Collection of personal information and uses of it	2	

Question	Answer	Marks	Guidance
(c)	<p>Level 4: (9-10 marks) Candidate writes a comprehensive evaluation of changes in employment, due to post-16 education 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) Candidate writes clearly about at least three of the prompts around changes in employment, due to post-16 education.</p> <p>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>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) Candidate writes about more than one aspect of the issue or a more generalised statement touching on most of the prompts and/or their own studies.</p> <p>To reach top of level candidates will clearly comment on at least two prompts</p> <p>The benefits of success in higher and further education: Graduates and students with A levels earn more than those without/Social benefits - likely to be healthier/less likely to be imprisoned/dependent on social benefits/future benefits higher wages and better employment prospects.</p> <p>The costs of entering higher and further education: Costs – student loans/tuition fees/moving away from home/</p>	10	This can take the form of a second prompt or it may be an aspect from their own studies.

Question	Answer	Marks	Guidance
	<p>The benefits of early entry into the labour market: Early exposure to the world of work/will earn money rather than build up debt/will learn skills connected to the employment chosen/will have at least 3 years advantage in the world of work compared to graduates/ will develop the right skills for advancement/ not be told they are overqualified.</p> <p>The costs of early entry into the labour market: Miss out on the social aspects of further education/limited skills base/lower rates of pay/graduates brought into organisation with seniority and better pay and conditions/ not considered as high flier therefore little chance of promotion.</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) Candidate offers general assertion about post-16 options e.g. if you stay on you will get more qualifications and therefore a better job/going to work at 16 means you will start earning straight away and make progress in a job. 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
3	(a)	(i)	<p>Connected to global warming/the greenhouse effect</p> <p>Linked to burning of fossil fuels since 1850/ pollution</p> <p>A change in global or regional climate patterns</p> <p>Planet heats climate patterns change</p> <p>More extreme and unpredictable weather</p> <p>Some places hotter/colder/wetter/drier</p>	3	Only one example can be credited.
		(ii)	<p>An organised non-governmental group</p> <p>Try to influence government policy/protect or support a cause</p> <p>Aim to influence those who make decisions</p> <p>Tactics – media to educate/experts to support/celebrities for attention</p> <p>Protests and petitions</p>	3	Only one example can be credited.
	(b)	(i)	<p>Sustainable/will never run out</p> <p>Produces little or no waste products/little effect on the environment</p>	2	
		(ii)	<p>Often relies on the weather for its source of power/it is not reliable</p> <p>The current cost is far higher than traditional fossil fuel generation/it is a new technology and therefore expensive</p>	2	

Question	Answer	Marks	Guidance
3 (c)	<p>Level 4: (9-10 marks) Candidate writes a comprehensive evaluation of how convincing the arguments for and/or against how households have contributed to the decrease in carbon emission 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) Candidate writes clearly about at least three of the prompts about the ways in which households have contributed to the decrease in carbon emissions.</p> <p>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>To reach top of the level candidates will comment on the arguments 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) Candidate writes about more than one aspect of the issue or a more generalised statement touching on most of the prompts and/or their own studies.</p> <p>Reducing household waste: Consider selective shopping/ Reduce purchase of over packaged goods/ Choose fresh produce. Buy in bulk/ rechargeable batteries/energy efficient bulbs/recycled paper kitchen towels</p>		<p>This can take the form of a second prompt or it may be an aspect from their own studies.</p> <p>Items identified are examples. Candidates will use other valid examples which could and should be rewarded.</p> <p>Many comments could appear in more than one subheading and should be rewarded if used appropriately.</p>

Question	Answer	Marks	Guidance
	<p>Reusing items: Donate old clothes/furniture and furnishings/books/videos etc.</p> <p>Recycling: Recycling is now required for many items/ recycling centres have replaced landfill sites/ refuse collection is geared to recycling rather than waste/ white goods disposed of by suppliers/ motor vehicles disposed of</p> <p>Reducing energy for personal transport and the home/individual carbon footprint: Energy conservation in the home/ power generation/ solar panels etc./ insulation walls and lofts/ energy efficient white goods and central heating boilers/ transport changes/ more energy efficient vehicles/ mass transport not individual</p> <p>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) Candidate offers general assertion about one of the prompts e.g. it is all about recycling</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
4	(a)	(i)	Ceremonial acts connected to tradition or religion/celebration Take place in all societies throughout history Public declaration of faith to God Connected to rites of passage/formal Habit/tradition Involve non-verbal communication/expression of reverence	3	Only one example can be credited.
		(ii)	A time of special importance to religious believers/celebration Celebrated annually/communities brought together Common in all religions Linked to religious stories or people	3	Only one example can be credited.
	(b)	(i)	Christianity Islam Judaism	2	
		(ii)	Sex should only take place within marriage Married couples should be faithful to each other	2	

Question	Answer	Marks	Guidance
(c)	<p>Level 4: (9-10 marks) Candidate writes a comprehensive evaluation of the reasons for believing in God in the 2 religions they have studied 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) Candidate writes clearly about at least three of the prompts</p> <p>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>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) Candidate writes about more than one aspect of the issue or a more generalised statement touching on most of the prompts and/or their own studies.</p> <p>What religious people mean when they use the word God: Christians believe God is involved with life on earth/He is beyond human understanding/Muslims share this view/Buddhists do not believe there is a God/Hindus see God as two parts/the soul of each person and the creator beyond human understanding/Sikhs have similar views/Jews see God as all powerful/but they have a special relationship</p> <p>The Design argument: The universe shows evidence of design/this is also intelligent design for a purpose/this suggests there is an intelligent designer behind the universe/God</p> <p>The First Cause argument: Everything that exists has a cause/the universe exists/the universe must have a cause/the cause is God</p>		<p>Candidates cannot go beyond Level 2 if they write about only one religion.</p> <p>This can take the form of a second prompt or it may be an aspect from their own studies.</p>

Question	Answer	Marks	Guidance
	<p>Mystical experience: Religious people would argue that sometimes things happen which can have no other explanation that God/someone prays for a sick relative, that person gets better, God has answered/</p> <p>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) Candidate offers general assertion about one of the prompts e.g. Most religions believe there is a God because he created the world.</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
5	(a)	(i)	A system of compulsory (national) insurance	1	
		(ii)	Education Health	2	
		(iii)	Four of the five have been greatly reduced Because the first four are still with us	1	
		(iv)	Forced (idleness) /unemployment Self-inflicted (idleness)/state owes us a living	2	

Question	Answer	Marks	Guidance
(b)	<p>In this answer there are six marks for AO2. These should be awarded as follows</p> <p>Marks 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>(0 marks) No evidence submitted or response does not address the question.</p> <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 should include at three of the prompts developed in Level 2. Text is clearly readable spelling grammar and punctuation are largely accurate; meaning is clear.</p>		

Question	Answer	Marks	Guidance
	<p>Level 2: (3-4 marks) Candidates either give developed examples of at least two of the prompts or a more generalised statement touching on most of the prompts and/or their own studies.</p> <p>The provision of free health care for all: The cost of free health care from taxation. Higher taxation for higher earners who would contribute more. This might not seem fair to some people.</p> <p>The responsibility society has for its less fortunate members: Is the wellbeing of the individual a personal issue or one for wider society/does welfare help people or encourage idleness/should the state interfere or encourage people to make their own provision</p> <p>The idea that welfare encourages idleness: The major advantage of welfare is that it provides a safety net/ major disadvantage is that it does that for the deserving and the undeserving</p> <p>The idea of targeted rather than universal benefits: One solution to the problem of the undeserving is to target welfare by means testing/ the drawback is that this can lead to some people who deserve help not taking it up</p> <p>Level 1: (1-2 marks) Candidates offer a simple statement in relation to the question e.g. that the Welfare State looks after people from the cradle to the grave.</p> <p>(0 marks) No evidence submitted or response does not address the question.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p>		

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