

**GCSE**

**Humanities**

Unit **B031**: Cross-curricular themes

General Certificate of Secondary Education

**Mark Scheme for June 2017**

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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.
<b>BOD</b>	Benefit of the doubt given.
	Information omitted.
	Unclear.
<b>L1</b>	Level 1.
<b>L2</b>	Level 2.
<b>L3</b>	Level 3.
<b>L4</b>	Level 4.
<b>NAQ</b>	Not answered question.
<b>DEV</b>	Development.
<b>IRRL</b>	Irrelevant.

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: 1c, 2c, 3c, 4c and 5b. Markers should award the top mark in the level achieved to reward QWC.

Question			Level	Marks	Guidance
1	(a)	(i)	<p>Legal – all are given rights under the law/therefore all should uphold the law.</p> <p>Social – more difficult to define. Things that are generally accepted as the ways to behave in a certain society. Freedom of speech, religious belief</p> <p>Political – people are given rights to take part in government</p>	3	<p>Do not accept consequences of breaking the law.</p> <p>Credit one example if provided.</p>
		(ii)	<p>Government – It has the power/does it always have the will?</p> <p>Pressure groups – they challenge government on issues of human rights.</p> <p>International bodies – The UN put forward Universal Declaration of Human Rights. Representatives from most countries are members.</p> <p>Individuals – individual commitment to everyone’s HR is a mark of a healthy society.</p>	3	Credit one example if provided.
	(b)	(i)	<p>They control behaviour</p> <p>Enforced by police and courts</p> <p>People are punished for breaking them</p> <p>Safety of all above the wishes of the individual.</p>	2	
		(ii)	<p>MPs/Pressure groups can question government</p> <p>They apply to everyone</p> <p>No one is above the law.</p>	2	

Question	Level	Marks	Guidance
(c)	<p><b>Level 4: (9-10 marks)</b> Candidate writes a comprehensive evaluation of different types of courts. 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><b>Level 3: (6-8 marks)</b> Candidate writes about at least <b>three</b> of the prompts around civil and criminal courts</p> <p>Will build on the type of information in Level 2 but will develop the answer by identifying the different nature of the statements describing the two court systems To reach top of the level candidates will comment on the points in depth. Text is clearly readable spelling; grammar and punctuation are largely accurate; meaning is clear.</p> <p><b>Level 2: (3-5 marks)</b> Candidate writes about more than <b>one</b> of the prompts;, <b>The way cases proceed in the different courts:</b> <u>The criminal justice system:</u> Is made of several parts who have a duty to uphold the law and see that justice is done. The police try to prevent crime and catch criminals. The Crown Prosecution Service (CPS) prosecutes cases investigated by the police. <u>Civil law:</u> This is law dealing with the rights of private citizens. It is concerned with disputes between individuals, businesses or organisations. <b>The level of proof required in the different courts:</b> <u>Criminal:</u> An accused person must be found guilty beyond a reasonable doubt. The system is set up to allow guilty people to go free rather than punish an innocent person. <u>Civil:</u> The decision is made on the balance of probability – who is most likely to be right.</p>	10	

Question	Level	Marks	Guidance
	<p><b>The role of Lawyers and Judges in the different courts:</b></p> <p><u>Criminal:</u> Solicitors are lawyers who give legal advice and do preparatory work for barristers. Solicitors are the first point of contact for the accused, if the case goes to court barristers present the case and argue the issues. Judges decide questions of law, sum up the case for the jury and either free or sentence the accused.</p> <p><u>Civil:</u> Most do not go to court. If they do the plaintiff sues the defendant, both can be legally represented, the judge decides who is liable and that person may receive a penalty.</p> <p><b>The types of verdicts and punishments in the different courts:</b></p> <p><u>Criminal:</u> Juries can decide innocence or guilt. The judge will sentence those found guilty with a prison sentence, a fine or a suspended sentence.</p> <p><u>Civil:</u> The judge decides who if anyone is liable. That person may be ordered to pay damages.</p> <p>Text is readable, there are mistakes in spelling grammar and punctuation; comprehension of meaning is largely clear</p> <p><b>If the candidate only writes about either criminal or civil law maximum Level 2 awarded.</b></p> <p><b>Level 1: (1-2 marks)</b> Candidate offers general assertion about civil and criminal courts focusing on one prompt e.g. the level of proof in the different courts. 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><b>(0 marks)</b> No evidence submitted or response does not address the question.</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			Level	Marks	Guidance
2	(a)	(i)	Changing natural resources into primary products. These primary products are used to make secondary products. Primary = Raw material extraction/farming/fishing More important in LEDCs In MEDCs often mechanised.	3	Credit one example if provided.
		(ii)	Also known as service sector Provides services to business and industry Does not produce goods Health, Education, tourism, financial .	3	Credit one example if provided.
	(b)	(i)	They provide support for members. Collective bargaining improves pay and pensions/health and safety/training/holidays.	2	Credit one example if provided.
		(ii)	It costs to join Risk of Industrial action/strikes.	2	

Question	Level	Marks	Guidance
(c)	<p><b>Level 4: (9-10 marks)</b> Candidate writes a comprehensive evaluation of employer and employee responsibilities in the work place.</p> <p>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><b>Level 3: (6-8 marks)</b> Candidate writes about at least three of the prompts around employer and employee responsibilities in the work place.</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><b>Level 2: (3-5 marks)</b> Candidate writes about more than one aspect of the issue, To reach top of level candidates will clearly comment on at least two prompts</p> <p><b>The employer's responsibility for providing a safe environment:</b> Employers are responsible for Terms and conditions of employment/health and safety/equal opportunities/the minimum wage. Employer should provide safe machinery and regular H&amp;S checks.</p> <p><b>The employees contribution to maintaining a safe environment:</b> Employees are expected to carry out their work in a way that has regard to the safety of others. They are expected to follow the terms and conditions set out in their contracts.</p>	10	

Question	Level	Marks	Guidance
	<p><b>The employer's responsibility to enforce correct procedures:</b> Employers and employees are expected to meet minimum legal requirements for such areas as Health and Safety at Work, and minimum standards and conditions related to hours, and the treatment of people in the workplace.</p> <p><b>The employee's responsibility to co-operate:</b> Along with rights for employees there are corresponding responsibilities such as the expectation to work in a safe way and to have regard for the safety of work colleagues.</p> <p>Text is readable, there are mistakes in spelling grammar and punctuation; comprehension of meaning is largely clear</p> <p><b>Level 1: (1-2 marks)</b> Candidate offers general assertion about the contribution to success and safety. 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><b>(0 marks)</b> No evidence submitted or response does not address the question.</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			Level	Marks	Guidance
3	(a)	(i)	UN initiative Sustainable development needed local focus Each Local Authority drew up LA21 Strategy Sustainable development achieved by getting people to think and act in a more sustainable way.	3	Credit one example if provided.
		(ii)	Recycling saves energy and raw materials Avoids landfill Public now recycles 3 times as much waste then in the past and still rising Protects habitat that might be destroyed by mining or forestry.	3	Credit one example if provided.
	(b)	(i)	Ongoing rise in CO <sub>2</sub> in the atmosphere  Rise in global temperatures  An increase in people living in towns and cities.	2	
		(ii)	Urban areas use 75% of the world's total energy  Urban areas cause 80% of the greenhouse gases  Urbanisation is predicted to continue growing.	2	

Question	Level	Marks	Guidance
3	<p><b>Level 4: (9-10 marks)</b> Candidate writes a comprehensive evaluation of the causes and effects of global warming 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><b>Level 3: (6-8 marks)</b> Candidate writes about at least three of the prompts about the effects of global warming</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 prompts in depth.</p> <p>Text is clearly readable spelling grammar and punctuation are largely accurate; meaning is clear.</p> <p><b>Level 2: (3-5 marks)</b> Candidate writes about more than one aspect of the issue</p> <p><b>Causes of climate change:</b> Naturally occurring greenhouse gases are needed to make the earth habitable. Excessive gases cause the earth to warm leading to changes in weather and wind patterns. Manmade greenhouse gases have increased in the past 150 years. These are caused by burning fossil fuels, methane from landfill and animals, deforestation.</p> <p><b>Effects of climate change:</b> Rising sea levels leading to climate change refugees moving inland. Mass extinctions and migrations of animals e.g. polar bear. Unpredictable weather, more hurricanes, more earthquakes</p>	10	<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	Level	Marks	Guidance
	<p>and Tsunamis.</p> <p><b>Strategies to control climate change:</b> More efficient transport/more efficient buildings/nuclear power/renewable power/carbon capture/  <b>Problems with controlling climate change:</b> Expense/changes in peoples lifestyles/not as efficient/inertia/poorer nations cannot afford/doubters about global warming.</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><b>Level 1: (1-2 marks)</b>  Candidate offers general assertion about one of the prompts e.g. it is all about the causes</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><b>(0 marks)</b>  No evidence submitted or response does not address the question.</p>		

Question			Level	Marks	Guidance
4	(a)	(i)	Belief in the existence of god or gods Belief in a personal god who is creator A god who intervenes in the universe Christianity, Judaism, Islam, Sikhism and Hindu are all theist religions.	3	Credit one example if provided.
		(ii)	Lack of belief in the existence of god or gods Rejects the information from holy books or scriptures Accepts alternative scientific explanations for creation.	3	Credit one example if provided.
	(b)	(i)	Hinduism Judaism	2	
		(ii)	Christianity Islam Sikhism	2	

Question	Level	Marks	Guidance
(c)	<p><b>Level 4: (9-10 marks)</b> Candidate writes a comprehensive evaluation of 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 are accurate; meaning is very clear.</p> <p><b>Level 3: (6-8 marks)</b> Candidate writes 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. To reach top of the level candidates will comment on reason in depth. Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p><b>Level 2: (3-5 marks)</b> Candidate writes about more than one aspect of the issue.</p> <p><b>The Religious importance of marriage:</b> Christians believe it is a gift from god. They take vows before god. It is a good relationship to bring up children. Marriages in Islam are often arranged. Marriage is seen as a contract. Muslim men can marry up to 4 wives. Judaism sees marriage as the only place that people can have sex. Arranged marriages are part of Sikh culture. Sikhs believe that marriage brings two extended families together. Hindus place a very high value on marriage and do not approve of divorce. While there is generally heavy social pressure against divorce in Buddhist countries it is allowed in certain cases. In Buddhism, marriage is regarded entirely as a personal and individual concern not as a religious duty.</p> <p><b>The attitude to divorce:</b> Christians do not encourage divorce as the marriage vow is till death do us part. Muslims allow divorce but only as a last resort. Judaism sees marriage as for life, but acknowledges that sometimes divorce is necessary. Sikhs hope that couples will stay together for life but they accept that divorce is sometimes inevitable. In practise Hindus accept that marriages can fail. In Buddhism Divorce is</p>	10	

Question	Level	Marks	Guidance
	<p>seen as preferable to avoid miserable family life for a long period of time.</p> <p><b>The attitude to re-marriage:</b> Christians also discourage re-marriage after divorce is also. In Islam a man and a woman can remarry twice. In Judaism after a divorce there are no restrictions on the man and woman remarrying. If one partner refuses to try to keep the marriage going the other partner can get permission to divorce and remarry. In Hinduism remarriage was forbidden. This was changed in 1865 to allow it.</p> <p><b>The impact on the family:</b> Christians believe that marriage is to protect the family. Their view would be that the impact could only be damaging. Muslims would be concerned about the impact on the family. In Judaism divorced people are encouraged not meet. The impact on family life as great. Sikhs favour family life and monogamy. Hindus place great emphasis on family life. Buddha declared - To care for one's wife and children this is the highest blessing.</p> <p><b>To reach top of level candidates will clearly comment on at least two prompts – if only one religion referred too – top of level 2 max.</b></p> <p>Text is readable, there are mistakes in spelling grammar and punctuation; comprehension of meaning is largely clear</p> <p><b>Level 1: (1-2 marks)</b> 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><b>(0 marks)</b> No evidence submitted or response does not address the question.</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			Level	Marks	Guidance
5	(a)	(i)	More than 95% were in low income countries with weak health infrastructure Lack of vaccination.	1	
		(ii)	UN target to vaccinate by 2010 Intensive campaigns (in Pakistan, Afghanistan, Somalia and Sudan)	2	
		(iii)	The rumoured link between MMR vaccination and autism.	1	
		(iv)	Two doses  The first only gives about 90% protection	2	

Question	Level	Marks	Guidance
(b)	<p><b>In this answer there are six marks for AO2. These should be awarded as follows</b></p> <p><b>Level 3: (5-6 marks)</b> Candidates draw extensively on relevant information from the Documents and quote it in context to support their argument throughout their answer.</p> <p><b>Level 2: (3-4 marks)</b> Candidates draw some relevant information from the Documents, quoting it as evidence, in specific parts of their answer.</p> <p><b>Level 1: (1-2 marks)</b> 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><b>(0 marks)</b> No evidence submitted or response does not address the question.</p> <p><b>In this answer there are eight marks for AO1. These should be awarded as follows</b></p> <p><b>Level 4: (7-8 marks)</b> Candidates make a valid and developed explanation in response to the question and may make a decision or develop a conclusion supported by argument.</p> <p>Text is clearly readable spelling, grammar and punctuation is accurate; meaning is very clear</p> <p><b>Level 3: (5-6 marks)</b> 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	Level	Marks	Guidance												
	<p><b>Level 2: (3-4 marks)</b> Candidates <b>either</b> give developed examples of at least two of the prompts <b>or</b> a more generalised statement touching on most of the prompts.</p> <p><b>Preventative medicine:</b> In high income countries health care is well funded and staffed. Much effort is spent on avoiding disease rather than treating it. The reverse is true in low income countries. In the Americas which has around 10% of the disease of the world they are served by 37% of the world's healthcare workers. In Africa which has 37% of world disease is serviced by 3% of the world's health workers.</p> <p><b>Different risks to health in low and high income countries:</b></p> <table border="1" data-bbox="353 643 936 826"> <thead> <tr> <th data-bbox="353 643 689 675">Risk</th> <th data-bbox="689 643 831 675">LEDC</th> <th data-bbox="831 643 936 675">MEDC</th> </tr> </thead> <tbody> <tr> <td data-bbox="353 691 689 722">Underweight</td> <td data-bbox="689 691 831 722">9%</td> <td data-bbox="831 691 936 722">0.1%</td> </tr> <tr> <td data-bbox="353 738 689 770">Unsafe Sex</td> <td data-bbox="689 738 831 770">6.2%</td> <td data-bbox="831 738 936 770">0.2%</td> </tr> <tr> <td data-bbox="353 786 689 818">Unsafe Water</td> <td data-bbox="689 786 831 818">3.7%</td> <td data-bbox="831 786 936 818">0.1%</td> </tr> </tbody> </table> <p><b>Diseases of poverty:</b></p> <p>The 10 most deadly diseases in Africa are Syphilis 3.5m, Meningitis 174,000, Tetanus 290,000, Whooping Cough 2/300,000, Measles 242,000, TB, Diarrhoea 644,000, Malaria 1.2m, HIV/AIDS Pneumonia 800,000.</p> <p><b>Diseases of affluence:</b></p> <p>Cardiovascular disease, Road deaths, Cancer, Obesity, Degenerative diseases.</p> <p><b>Level 1: (1-2 marks)</b></p> <p>Candidates offer a simple statement in relation to the question e.g. it is not very fair on LEDC's.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p>	Risk	LEDC	MEDC	Underweight	9%	0.1%	Unsafe Sex	6.2%	0.2%	Unsafe Water	3.7%	0.1%		
Risk	LEDC	MEDC													
Underweight	9%	0.1%													
Unsafe Sex	6.2%	0.2%													
Unsafe Water	3.7%	0.1%													

Question	Level	Marks	Guidance
	<b>(0 marks)</b> No evidence submitted or response does not address the question.		

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