

**GCSE**

**Humanities**

Unit **B032**: Application of knowledge

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.
	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.

**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	Answer	Marks	Guidance
1	The end to an undemocratic government. A democratic government based on the rule of law.	1	Either answer or both.
2	China 85% very satisfied USA 31% satisfied The difference therefore 54%	1	Reward the difference 54% only.
3	<p><b>[0 marks]</b>No evidence submitted or response does not address the question.</p> <p><b>Level 1: (1 mark)</b> Candidate makes a general but unexplained statement about voters disengaging from traditional voting patterns. They should refer to any <b>two</b> of accountability, democracy or giving more power to voters.</p> <p><b>Level 2: (2-3 marks)</b> Candidate makes a developed statement identifying the distance developing between parties and voters, corruption of politicians in power and the electoral uncertainty after the fall of communism.</p>	3	For top of level all three points should be clearly made.

Question	Answer	Marks	Guidance
4	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1: (1 mark)</b> Candidate makes a general but unexplained statement probably related to one source e.g. new democracies often fail.</p> <p><b>Level 2: (2-3 marks)</b> Candidate makes a developed statement e.g. A identifies the problems faced by new democracies and the reasons why they often fail to achieve their aims. B picks up on the problems identified in A and suggests the tight control used in China is an alternative model for developing countries which would be more successful.</p> <p><b>Level 3: (4-5 marks)</b> As Level 2 but candidate additionally identifies that both documents are from the same source. Both attempt to present their information in a balanced way. Neither approach is being promoted as better than the other. The documents attempt to allow the reader to weigh the information and make their own judgement.</p> <p>For top of level could comment on the problems of relying on only source.</p>	5	Both sources should be used to achieve top of level.

Question	Answer	Marks	Guidance
5	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</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. all governments are more interested in being elected than what happens afterwards.</p> <p><b>Document A: Democracy in crisis.</b> <b>Agree:</b> The aim is to replace autocracy with democracy and support the people's freedom through the rule of law. <b>Disagree:</b> Removal is easy. Establishing a workable democracy is not. Despite probable good intentions the changeover can be difficult and in parts of central and eastern Europe these intentions have not been achieved.</p> <p><b>Document B: The Rise of China.</b> <b>Agree:</b> The economic progress of China has massively improved living standards. This is supported by the satisfaction rate of the Chinese people. Even though the state is very controlling this does mean that government is well aware of public opinion and does attempt to placate it. <b>Disagree:</b> The Chinese model is one of tight control, oppression of dissidents and restriction of freedom. Even so the Chinese people appear happy with it.</p> <p><b>Document C: A crisis in representative democracy?</b> <b>Agree:</b> Established parties are concerned about anti-establishment newcomers. Disengagement from voters is not helping to achieve these aims. <b>Disagree:</b> Even in mature democracies trust in politicians is falling particularly in response to the banking crisis. People became alienated after governments bailed out</p>	6	Both statements for top of level.

Question	Answer	Marks	Guidance
	<p>bankers and then failed to do anything about bonuses.</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. offers statement from Level 1 either for or against the statement.</p> <p>Text is readable; there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear.</p> <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 might 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>		
6	(a) <p><b>(0 marks)</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1: (1-2 marks)</b> A brief statement indicating that the candidate is aware of visual sources.</p> <p><b>Level 2: (3-4 marks)</b> A more detailed statement regarding the nature of visual sources challenging validity, reliability and significance e.g.</p>	5	If only bullet points given limit the marks to Level 2.

Question	Answer	Marks	Guidance
	<p><b>strengths</b></p> <ul style="list-style-type: none"> <li>• Easily accessible</li> <li>• Widely available</li> <li>• Cheap</li> <li>• Not reliant on literacy skills</li> <li>• Appeals to a wide age range</li> </ul> <p><b>weaknesses</b></p> <ul style="list-style-type: none"> <li>• Images do not really give in depth information</li> <li>• Reliability – photographs can be manipulated</li> <li>• Cartoons are by definition biased</li> <li>• Paintings are impressions of people and things</li> <li>• All have been created for a purpose which may not be readily apparent.</li> </ul> <p><b>Level 3: (5-6 marks)</b> A balanced statement which indicates a good knowledge of strengths and weaknesses.</p>		
(b)	<p><b>0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1: (1-2 marks)</b> A brief statement indicating that the candidate is aware of questionnaires.</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 quantitative information</li> <li>• the method produces valid primary data</li> <li>• can be gathered quickly and cheaply</li> </ul>	5	If only bullet points given limit the marks to Level 2.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• data produced can be easily collated to produce results.</li> </ul> <p><b>weaknesses</b></p> <ul style="list-style-type: none"> <li>• Respondent may not tell the truth.</li> <li>• Data could be biased without a representative sampling method</li> <li>• Respondents may not participate.</li> </ul> <p><b>Level 3: (5-6 marks)</b> A balanced statement which indicates a good knowledge of strengths and weaknesses.</p>		

Question	Answer	Marks	Guidance
7	13.7 billion	1	
8	Less than 7000 years old	1	
9	Creation by God The Oscillating Universe Theory Wholly materialistic (without appealing to God)	2	Any two.
10	<p><b>[0 marks]</b>No evidence submitted or response does not address the question.</p> <p><b>Level 1: (1-2 marks) For:</b> 20 billion years ago all the matter in the known universe was tightly packed into a microscopic cosmic egg.</p> <p>Origins of cosmic egg unknown possibly a result of an earlier Universe collapse assumes matter is eternal.</p> <p><b>Against:</b> Second Law of Thermodynamics states matter cannot be destroyed or created. No chaotic explosion has produced a complicated system which works.</p> <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 arguments for and against</p>	4	A minimum of two points made to reach top of level

Question	Answer	Marks	Guidance
11	<p><b>(0 marks)</b> No evidence submitted or response does not address the question.</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>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 the Christian courier 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 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>	6	

Question	Answer	Marks	Guidance
12	<p><b>[0 marks]</b> No evidence submitted or response does not address the question.</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 gives some scientific data which provides the big bang theory it does not claim to be complete or rule out a supernatural input.</li> <li>• Document E Identifies two contradictory views. It does not attempt to support the supernatural view with anything other than scriptural support. It concentrates on ridiculing the big bang on biblical grounds.</li> <li>• Document F The oscillating universe theory hinges on disproving the constant expansion of the big bang. Otherwise it falls back on the big crunch leading to another big bang which contravenes the second law of thermodynamics.</li> </ul> <p><b>Disagree:</b></p> <ul style="list-style-type: none"> <li>• Document D uses scientific observation to support its ideas. It acknowledges that a constantly expanding universe poses problems but relies on observable scientific research.</li> <li>• Document E brings no evidence other than belief to support its view</li> <li>• Document F Science can speculate but does not answer most questions about the universe and existence. Perhaps the universe is the evidence for the supernatural explanation.</li> </ul> <p>Candidate makes no attempt to analyse and/or interpret</p>	10	

Question	Answer	Marks	Guidance
	<p>the sources.</p> <p>Text is difficult to read, poor spelling and grammar, little punctuation makes comprehension difficult.</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>Text is readable, there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear</p> <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 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.</p>		

Question	Answer	Marks	Guidance
	<p>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. It accepts that there are gaps in the theory and accepts that the big bang could be a supernatural event for which at the moment there is too little evidence</p> <p><b>Document E</b> Is information from a religious website. This raises the issue of bias. The document is unbalanced in its presentation and tone regarding scientific theory. It relies entirely on religious evidence without any challenge.</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> <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</b></p>		

Question	Answer	Marks	Guidance
	<b>challenge conflicting views.</b>  Text is clearly readable spelling, grammar and punctuation, are accurate; meaning is very clear.		

**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](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

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**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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