

General Certificate of Secondary Education
Humanities
Unit B031: *Cross curricular Themes*
Specimen Paper

B031

Time: 2 hours

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

Candidate
Surname

Centre Number

--	--	--	--	--

Candidate
Number

--	--	--	--

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided above.
- Read each **question** carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Use black ink. Pencil may be used for graphs and diagrams only.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 100.
- You will be awarded marks in questions 1(c), 2(c), 3(c), 4(c) and 5(b) for the quality of written communication of your answer.

FOR EXAMINER'S USE

A	
B	
C	
D	
E	
TOTAL	

This document consists of **18** printed pages and **2** blank pages.

Section A

Answer **all** the questions in this section

1 Issues of Citizenship

(a) State three facts about:

(i) The government

.....
.....
.....
.....
.....
.....

[3]

(ii) The opposition

.....
.....
.....
.....
.....

[3]

SPECIMEN

- (b) Study Fig. A and answer the questions that follow.

Fig. A

Different Types of Elections

<p>1. First Past the Post</p> <p>Used in Great Britain. Each constituency has one seat. Voters vote for the candidate that they want. The candidate with the most votes wins.</p>	<p>2. The Single Transferable Vote</p> <p>Constituencies have more than one seat. Voters list candidates in their order of preference. A target number of votes are required. Candidates are removed until the correct number is elected.</p>
--	--

- (i) State two differences between the two types of elections in Fig. A

.....

.....

.....

..... [2]

- (ii) State two similarities of the two types of elections in Fig. A

.....

.....

.....

..... [2]

Section B

Answer **all** the questions in this section

2 Issues of Economic Wellbeing and Financial Capability

(a) State three facts about:

(i) Primary production

.....
.....
.....
.....
.....
.....
.....

[3]

(ii) Secondary production

.....
.....
.....
.....
.....
.....

[3]

(b) Study Fig. B and answer the question that follows.

Fig. B

Trade Union Aims

Trade unions aim to obtain for workers:

1. Improved wages and reduced working hours.
2. Improved working conditions.
3. Full employment and national prosperity.
4. Job security.
5. Benefits for members who are sick, retired or on strike.
6. Improved social security schemes such as unemployment, sickness benefit and pensions.
7. A say in government.
8. A role in company decisions.
9. A reasonable share of the profits of the company
10. Improved public and social services.

(i) State **two** aims from the list given which a trade union would negotiate with an employer.

.....

.....

.....

.....[2]

(ii) State **two** aims from the list given which a trade union would campaign for with the government.

.....

.....

.....[2]

(c) Many British companies have investigated moving part of their operation overseas. Explain the advantages and disadvantages to British companies, and the countries they move to, of this process.

In your answer you could refer to:

- The impact on workers in Britain and overseas
- The impact on LEDC's and the environment
- The business benefits to the company
- The development benefits to LEDC's

.....[10]

Section B Total [20]

[Turn over

Section C

Answer **all** the questions in this section

3 Environmental Issues**(a)** State three facts about:**(i)** Industrialisation

.....

.....

.....

.....

.....

.....

.....**[3]**

(ii) Conservation

.....

.....

.....

.....

.....

.....**[3]**

- (b) Study Fig. C and answer the question that follows.

Fig. C

Conflict over the use of National Parks

Problems

Problem A

Footpaths worn away

Problem B

Parking on narrow lanes and verges

Possible solutions

Areas fenced off

Car parks, park and ride schemes

Provision of picnic areas and bins

Redirect visitors to other attractions

New routes, artificial surfaces laid

Close road at certain times of year

- (i) State **two** possible solutions for Problem A from the list given.

.....

.....

.....

..... [2]

- (ii) State **two** possible solutions for Problem B from the list given.

.....

.....

.....

..... [2]

Section D

Answer **all** the questions in this section

4 Religious and Moral Issues

(a) State three facts about:

(i) God

.....

.....

.....

.....

.....

.....

.....

.....[3]

(ii) Faith

.....

.....

.....

.....

.....

.....

.....

.....[3]

(b) Study Fig. D and answer the question that follows.

Fig. D

Attitudes to Issues of Belief

- All life is sacred
- All forms of artificial contraception are unacceptable
- People should always consider the needs of others
- Euthanasia is acceptable
- Animal experimentation is reasonable
- People have a responsibility to look after the environment

(i) Using Fig. D, state **two** views with which most world religions would agree.

.....

.....

.....

.....[2]

(ii) Using Fig. D, state **two** views with which most world religions would disagree.

.....

.....

.....

.....[2]

(c) Rituals connected with birth are important to most religious people. Explain the importance of the beliefs and practices of one world religion.

In your answer you could refer to:

- ceremonies
- the role of parents
- religious buildings
- symbols

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

[10]

Section D Total [20]

[Turn over

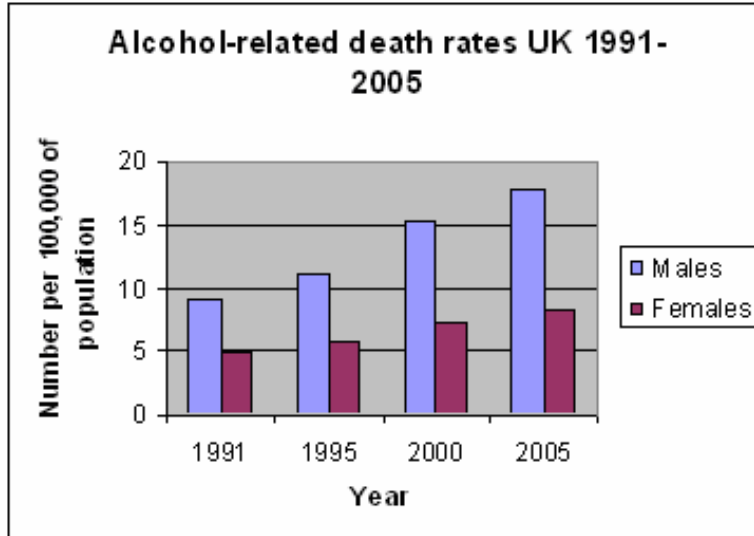
Section E

Answer **all** the questions in this section

5 Issues of Health and Welfare

(a) Study Figs. E and F and answer the questions that follow.

Fig. E



© Crown copyright 2006

Fig. F

Drug Group	Effects
Narcotics	Immediate effect can be calming or stimulating. Dulls the ability to feel pain. Marked exhaustion when wears off.
Barbiturates	All are poisonous. Can produce drunken behaviour. Sometimes the user lapses into a coma and dies.
Amphetamines	Intoxification often followed by exhaustion, depression and paranoia.
Cannabis	Immediate effect often depends on what the user wants.
Hallucinogens	Hallucinations, changes in sensory perception, panic, impaired judgement.

It's your life by Molly Creston. Thomas Nelson, 1979

(i) Using Fig. E state the sex most likely to die of alcohol related disease.

.....

.....[1]

(ii) Using Fig. F state a drug group which is poisonous.

.....
.....[1]

(iii) Using Fig. E compare the trend of alcohol related deaths per 100,000 of the population of men and women.

.....
.....
.....
.....[2]

(iv) Using Fig. F state the two types of drugs which produce a similar effect to alcohol.

.....
.....
.....
.....[2]

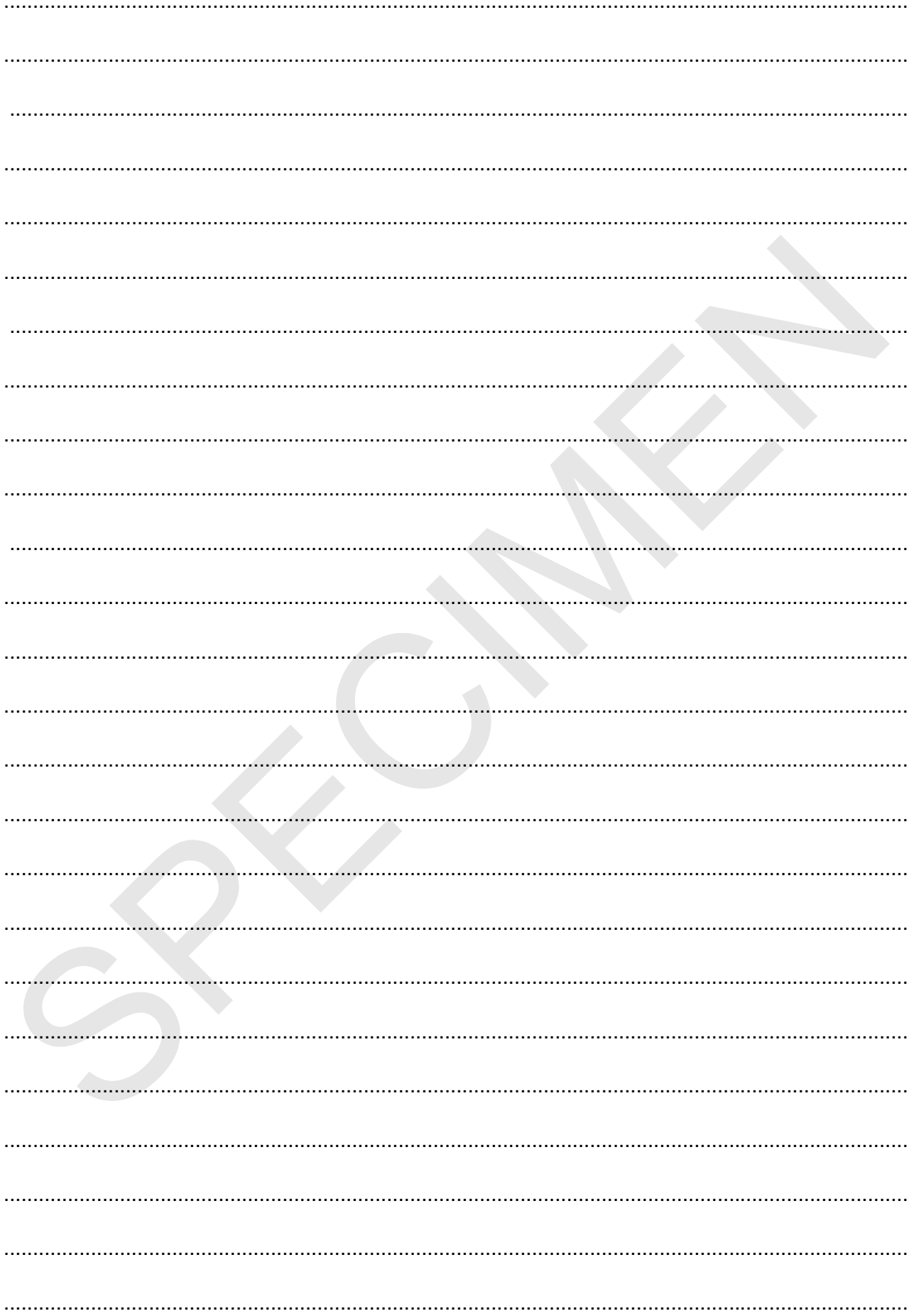
(b) 'Alcohol should be classified as a dangerous drug. It affects more people than illegal drugs and can be lethal.'

Do you agree? Explain your answer using information from Figs. E and F as well as from your own studies.

In your answer you could refer to:

- the reasons alcohol is legal
- the similarities between alcohol and dangerous drugs
- the arguments in favour of classifying alcohol as a dangerous drug
- the arguments against classifying alcohol as a dangerous drug

.....
.....
.....
.....
.....



SPECIMEN

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....[14]

Section E Total [20]

SPECIMEN

BLANK PAGE

SPECIMEN

BLANK PAGE

SPECIMEN

Copyright Acknowledgements:

Sources:

Section E

Document E: Alcohol related death rates, UK, 1991-2005. Office for National Statistics. © Crown copyright 2006

Document F: 'It's your life' by Molly Creston. Thomas Nelson, 1979

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

Unit B031: Cross curricular themes

Specimen Mark Scheme

The maximum mark for this paper is 100.

SPECIMEN

Section A: Issues of Citizenship				
Question Number	Answer	Max Mark		
1(a)(i)	<p>State three facts about:</p> <p>The government</p> <p>1 mark for each correct fact relating to the term Government e.g.:</p> <ul style="list-style-type: none"> • Winners of (General) election/biggest party • Leader is Prime Minister/Ministers make up Cabinet • Runs the country • Suggests laws/taxes etc 	[3]		
1(a)(ii)	<p>State three facts about:</p> <p>The opposition</p> <p>1 mark for each correct fact relating to the term Opposition e.g.:</p> <ul style="list-style-type: none"> • Other political parties who did not win election • Can be more than one party • Shadows the government • Challenges/alternative ideas/policies 	[3]		
1(b)(i)	<p>Study Fig. A and answer the questions that follow.</p> <p style="text-align: center;">Different Types of Elections</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>1. First Past the Post</p> <p>Used in Great Britain. Each constituency has one seat. Voters vote for the candidate that they want. The candidate with the most votes wins.</p> </td> <td style="width: 50%; padding: 5px;"> <p>2. The Single Transferable Vote</p> <p>Constituencies have more than one seat. Voters list candidates in their order of preference. A target number of votes are required. Candidates are removed until the correct number is elected.</p> </td> </tr> </table> <p>State two differences between the two types of elections in Fig. A</p> <p>Any two of:</p> <ul style="list-style-type: none"> • Winning – target/first past the post • Seats – many/one • Candidates – eliminated/not • Voters vote for several candidates/ one candidate 	<p>1. First Past the Post</p> <p>Used in Great Britain. Each constituency has one seat. Voters vote for the candidate that they want. The candidate with the most votes wins.</p>	<p>2. The Single Transferable Vote</p> <p>Constituencies have more than one seat. Voters list candidates in their order of preference. A target number of votes are required. Candidates are removed until the correct number is elected.</p>	[2]
<p>1. First Past the Post</p> <p>Used in Great Britain. Each constituency has one seat. Voters vote for the candidate that they want. The candidate with the most votes wins.</p>	<p>2. The Single Transferable Vote</p> <p>Constituencies have more than one seat. Voters list candidates in their order of preference. A target number of votes are required. Candidates are removed until the correct number is elected.</p>			
1(b)(ii)	<p>State two similarities of the two types of elections in Fig. A</p> <p>Any two of:</p> <ul style="list-style-type: none"> • Both have constituencies • Both have elections • Candidates stand for election • People have a vote/ votes 	[2]		

Section A: Issues of Citizenship		
Question Number	Answer	Max Mark
1(c)	<p>Political systems are not all the same. One important difference is the protection given to individual freedom. Explain how this protection may differ in a dictatorship and a democracy. In your answer you could refer to:</p> <ul style="list-style-type: none"> • the importance of the media • the role of the police and courts • freedom of speech • the right to protest and oppose <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Candidate offers general assertion about individual freedom in a dictatorship e.g. it is a police state with no rights/ in a democracy e.g. individuals have rights which are protected etc. 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>Level 2: [3-5 marks] Candidate writes about dictatorship or democracy. Dictatorship. Gives examples of infringements of individual freedom through censorship, lack of equality before the law, limits on personal freedom and the right to protest. Democracy. Gives examples of the protection of individual freedom through the power of a free press, equality before the law, freedom of speech, religion and association.</p> <p>To reach top of the level candidates will clearly comment on at least two examples.</p> <p>Text is readable, there are mistakes in spelling, grammar and punctuation, comprehension of meaning largely clear.</p> <p>Level 3: [5-8 marks] Candidate writes about dictatorship and democracy. Will build on the type of information in Level 2 but will develop the answer by identifying that institutions can be used in the different systems to protect or limit individual freedom. Dictatorship The legal system is a tool of government used to repress individual freedom, the press is not free and is used for propaganda, the forces of law and order are deployed to restrict freedom of association and expression and especially the right to protest.</p> <p>Democracy The legal system is independent of the government and a bastion to protect the individual, police facilitate the right to protest, a free media provides a platform for freedom of speech, there is an acceptance of the right to protest.</p>	

	<p>To reach top of the level candidates will comment on both systems in depth.</p> <p>Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear</p> <p>Level 4: [9-10 marks] Candidate writes a comprehensive evaluation of dictatorship and democracy.</p> <p>To reach top of the level candidates will reach a personal conclusion e.g. the restraints of dictatorship on the freedom of the individual can sometimes counterbalance the excess/libertarianism of societies which emphasise freedom/ democracy demands a high level of active citizenship.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear</p>	<p>[10]</p>
Section A Total		[20]

Section B: Issues of Economic Wellbeing and Financial Capability		
Question Number	Answer	Max Mark
2(a)(i)	<p>State three facts about: Primary production</p> <p>1 mark for each correct fact relating to the term Primary production e.g.:</p> <ul style="list-style-type: none"> • Working with the products of nature/mining/fishing/farming etc • Producing raw materials/food/minerals • Supplier to Secondary producers 	[3]
2(a)(ii)	<p>State three facts about: Secondary production.</p> <p>1 mark for each correct fact relating to the term Secondary production e.g.:</p> <ul style="list-style-type: none"> • Manufacturing • Uses primary production to make things • Food producer/car producer/factory 	[3]
2(b)(i)	<p>Study Fig. B and answer the question that follows.</p> <p>Fig. B</p> <p style="text-align: center;">Trade Union Aims</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Trade unions aim to obtain for workers:</p> <ol style="list-style-type: none"> 1. Improved wages and reduced working hours. 2. Improved working conditions. 3. Full employment and national prosperity. 4. Job security. 5. Benefits for members who are sick, retired or on strike 6. Improved social security schemes such as unemployment, sickness benefit and pensions. 7. A say in government. 8. A role in company decisions. 9. A reasonable share of the profits of the company 10. Improved public and social services. </div> <p>State <u>two</u> aims from the list given which a trade union would negotiate with an employer.</p> <p>Any two correct from:</p> <p>1 2 4 5 8</p>	[2]

Section B Issues of Economic Wellbeing and Financial Capability		
Question Number	Answer	Max Mark
2(b)(ii)	<p>State two aims from the list given which a trade union would campaign for with the government.</p> <p>Any two correct from: 3 5 7 9 10</p>	[2]
2(c)	<p>Many British companies have investigated moving part of their operation overseas. Explain the advantages and disadvantages to British companies, and the countries they move to, of this process.</p> <p>In your answer you could refer to:</p> <ul style="list-style-type: none"> • The impact on workers in Britain and overseas • The impact on LEDC's and the environment • The business benefits to the company • The development benefits to LEDC's. <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Candidate offers general assertion about advantages/disadvantages of moving operations overseas e.g. advantage it will be cheaper because costs in LEDC's are lower/ disadvantage it will be unpopular in Britain because of loss of jobs.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult</p> <p>Level 2: [3-5 marks] Candidate writes about advantages or disadvantages. Advantages/Disadvantages for the company The financial advantage of moving to lower cost economy, cheaper labour costs, cheaper set up costs, possibly less regulation. The disadvantages of less skilled workers, less developed infrastructure, language and cultural differences, image problems in UK at transfer of jobs overseas. Advantages/Disadvantages for the LEDC The development benefits for the country, raising the country out of poverty. The potential for exploitation of workers, environmental impacts from development, urbanisation, industrialisation and the needs of transportation.</p> <p>To reach top of the level candidates will clearly comment on at least two examples.</p> <p>Text is readable, there are mistakes in spelling, grammar and punctuation comprehension of meaning largely clear.</p>	

	<p>Level 3: [6-8 marks] Candidate writes about advantages and disadvantages. Will build on the type of information in Level 2 but will develop the answer by identifying that advantages will as a matter of course not be free of less desirable consequences.</p> <p>Candidate will use examples from both the company and the LEDC to clearly demonstrate that the advantages and disadvantages are linked</p> <ul style="list-style-type: none"> • advantage to the company of cheap labour is advantage to LEDC of bringing development • less skilled labour may cost company and cheap labour from the LEDC could be seen as exploitation • development for LEDC bringing industrialisation and a rise in living standards has an environmental cost • company may be blamed for environmental issues especially carbon footprint of transport outweighing financial benefits. <p>To reach top of the level candidates will comment on both systems in depth.</p> <p>Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 4: [9-10 marks] Candidate writes a comprehensive evaluation of advantages and disadvantages.</p> <p>To reach top of the level candidates will reach a personal conclusion e.g. despite the disadvantages the increasing globalisation of business and industrialisation of LEDC countries makes the continuation of this process inevitable because the material improvement for both parties outweigh the environmental consequences.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p>	[10]
	Section B Total	[20]

Section C: Environmental Issues				
Question Number	Answer	Max Mark		
3(a)(i)	<p>State three facts about: Industrialisation;</p> <p>1 mark for each correct fact relating to the term Industrialisation e.g.:</p> <ul style="list-style-type: none"> • Changing from farming to factories • Move away from land to towns • Impact on environment • Impact on living conditions and health 	[3]		
3(a)(ii)	<p>State three facts about: Conservation.</p> <p>1 mark for each correct fact relating to the term Conservation e.g.</p> <ul style="list-style-type: none"> • Attempt to not waste anything • Realisation that resources are finite • Impact on environment • Impact of ignoring conservation 	[3]		
3(b)(i)	<p>Study Fig. C and answer the question that follows.</p> <p>Fig. C</p> <p style="text-align: center;">Conflict over the use of National Parks</p> <table border="1" style="width: 100%;"> <tbody> <tr> <td> <p>Problems</p> <p>Problem A Footpaths worn away</p> <p>Problem B Parking on narrow lanes and verges</p> </td> </tr> <tr> <td> <p>Possible solutions</p> <p>Areas fenced off Car parks, park and ride schemes Provision of picnic areas and bins Redirect visitors to other attractions New routes, artificial surfaces laid Close road at certain times of year</p> </td> </tr> </tbody> </table> <p>State <u>two</u> possible solutions for Problem A from the list given.</p> <p>Problem A any two correct from:</p> <ul style="list-style-type: none"> • Areas fenced off • new routes • artificial surfaces laid 	<p>Problems</p> <p>Problem A Footpaths worn away</p> <p>Problem B Parking on narrow lanes and verges</p>	<p>Possible solutions</p> <p>Areas fenced off Car parks, park and ride schemes Provision of picnic areas and bins Redirect visitors to other attractions New routes, artificial surfaces laid Close road at certain times of year</p>	[2]
<p>Problems</p> <p>Problem A Footpaths worn away</p> <p>Problem B Parking on narrow lanes and verges</p>				
<p>Possible solutions</p> <p>Areas fenced off Car parks, park and ride schemes Provision of picnic areas and bins Redirect visitors to other attractions New routes, artificial surfaces laid Close road at certain times of year</p>				

Section C: Environmental Issues		
Question Number	Answer	Max Mark
3(b)(ii)	<p>State two possible solutions for Problem B from the list given.</p> <p>Problem B any two correct from:</p> <ul style="list-style-type: none"> • Car parks • park and ride schemes • close roads at certain times of year 	[2]
3(c)	<p>Recent human activity is increasingly blamed for a rise in world temperatures. In the twentieth century temperatures rose by 0.5C; in the twenty first century it is estimated that temperatures will rise between 1.5C and 4.5C. Explain how this global warming will affect human beings.</p> <p>In your answer you could refer to:</p> <ul style="list-style-type: none"> • Causes of global warming • Effects of global warming on the environment • Attempts to control global warming • Problems with attempts to control global warming <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Candidate offers general statement about global warming or responds to one of the prompts e.g.: Global warming is caused by greenhouse gasses An effect of global warming could be a rise in sea level/floods/extreme weather Reducing Co2 is one way of stopping global warming/cars/ planes/ power stations Some scientists/countries are not convinced about global warming/its natural</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult</p> <p>Level 2: [3-5 marks] Candidate either gives developed examples of at least two of the prompts or more generalised statement touching on most of the prompts</p> <ul style="list-style-type: none"> • Global warming is caused by greenhouse gasses/ many of these are created by increasing human activity/ this either needs to be reduced to limit emissions or alternative technologies need to be developed • The effects of global warming – rise in sea level/floods/extreme weather – will disproportionately affect LEDC's who are contributing through industrialisation/ tension between need to develop and environment/ obligation on MEDC to give lead • Reducing Co2 by reducing emissions from cars/planes/power stations is problematic because of rapid industrialisation in LEDC's and growth of air transport in MEDC's and reluctance on both parts to significantly reduce their standard of living • Scepticism by some countries and scientists about the existence of global warming undermines serious attempt to reach international agreement to curb emissions/ particularly important as USA is currently sceptical and newly industrialising countries resent MEDC's who have 	

created situation demanding they do not exacerbate it.

To reach top of the level candidates will write in some depth.

Text is readable, there are mistakes in spelling, grammar and punctuation; comprehension of meaning largely clear.

Level 3:

[6-8 marks] Candidate attempts to give a balanced view to include at least three of the prompts developed in Level 2.

Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear.

Level 4:

[9-10 marks] Candidate writes a comprehensive evaluation of the attitudes to **and** the potential impacts of global warming.

To reach top of the level candidates will reach a personal conclusion e.g. whether global warming is real or not is to some extent irrelevant as the physical manifestations are already causing problems/ whether the attempts to control global warming will be effective depends greatly on the commitment of all countries to the process/the rights of LEDC's to industrialise and the reluctance of MEDC's to control their emissions are problematic.

Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.

[10]

Section C Total

[20]

Section D: Religious and Moral Issues		
Question Number	Answer	Max Mark
4(a)(i)	<p>State three facts about: God</p> <p>1 mark for each correct fact relating to the term God e.g.:</p> <ul style="list-style-type: none"> • Supreme being/Creator • A being to be worshipped • A lawgiver • A person or a force? • One God or many 	[3]
4(a)(ii)	<p>State three facts about: Faith</p> <p>1 mark for each correct fact relating to the term Faith e.g.:</p> <ul style="list-style-type: none"> • Belief in a supreme being/creator • God gives meaning to existence • Prayer/miracles 	[3]
4(b)(i)	<p>Study Fig. D and answer the question that follows.</p> <p>Fig. D</p> <p style="text-align: center;">Attitudes to Issues of Belief</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <ul style="list-style-type: none"> • All life is sacred • All forms of artificial contraception are unacceptable • People should always consider the needs of others • Euthanasia is acceptable • Animal experimentation is reasonable • People have a responsibility to look after the environment </div> <p>Using Fig. D, state <u>two</u> views with which most world religions would agree.</p> <p>Any two correct from:</p> <p>1 3 6</p>	[2]
4(b)(ii)	<p>Using Fig. D, state <u>two</u> views with which most world religions would disagree.</p> <p>Any two correct from:</p> <p>2 4 5</p>	[2]

Section D: Religious and Moral Issues		
Question Number	Answer	Max Mark
4(c)	<p>Rituals connected with birth are important to most religious people. Explain the importance of the beliefs and practices of one world religion.</p> <p>In your answer you could refer to:</p> <ul style="list-style-type: none"> • ceremonies • the role of parents • religious buildings • symbols <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Candidate offers general statement about baptism or responds to one of the prompts e.g.: Christianity Baptism washing away sin/ symbolises new life Parents make promises Takes place in church/ font Font at entrance to church/ baptism entrance to church Islam Aqiqah the naming ceremony Parents make gifts to poor Takes place at family feast Sacrifice of sheep or goat</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p> <p>Level 2: [3-5 marks] Candidate either gives developed examples of at least two of the prompts or 3 or more generalised statements touching on most of the prompts e.g.</p> <p>Christianity Baptism washing away sin/ John the Baptist and Jesus / baptism marks the beginning of a new life with God. The parents of the baptised child are asked if they repent of their sins and renounce evil/ they make promises on behalf of the child until the child is old enough to be responsible. Baptism takes place in a church, the font is used/ the font is at the entrance to the church/baptism is the way to enter the church The water used in the baptism is a symbol for spiritual and inner cleansing/ a candle is lit to indicate light entering the child's life.</p> <p>Islam The first word the baby hears is God/then the tahnik sugar is rubbed on the gums to symbolize the child being sweet/Aqiqah the naming ceremony the name is usually a family name or one of the names from the prophet's family The Head of the family says the first word/ the oldest most respected relative performs tahnik/the parents donate the weight of the child's hair to the poor Some Muslims offer a sacrifice of a goat of a sheep/the meat is shared with</p>	

	<p>family, visitors and the poor.</p> <p>Text is readable, there are mistakes in spelling, grammar and punctuation comprehension of meaning largely clear.</p> <p>Level 3: [6-8 marks] Candidate attempts to give a balanced view to include at least three of the prompts developed in Level 2</p> <p>Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear</p> <p>Level 4: [9-10 marks] Candidate writes a comprehensive evaluation of the importance of rituals connected with birth.</p> <p>To reach top of the level candidates will reach a personal conclusion on the importance of baptism in relation to the totality of belief e.g.</p> <p>Baptism is the second sacrament accepted by all Christians except the Salvation Army and the Society of Friends/ baptism is an extremely important part of worship and has much meaning and significance/ it is seen by Christians as an act of renunciation/renewal and spiritual cleaning.</p> <p>Islam In Muslim families no babies should be born illegitimate or unwanted/ babies should not be regarded as accidents or mistakes but as gifts from God/a large number of children is regarded as a great blessing.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p>	[10]
Section D Total		[20]

Section E: Issues of Health and Welfare

Question Number	Answer	Max Mark
-----------------	--------	----------

5(a)(i)

Study Figs. E and F and answer the questions that follow.

Fig. E

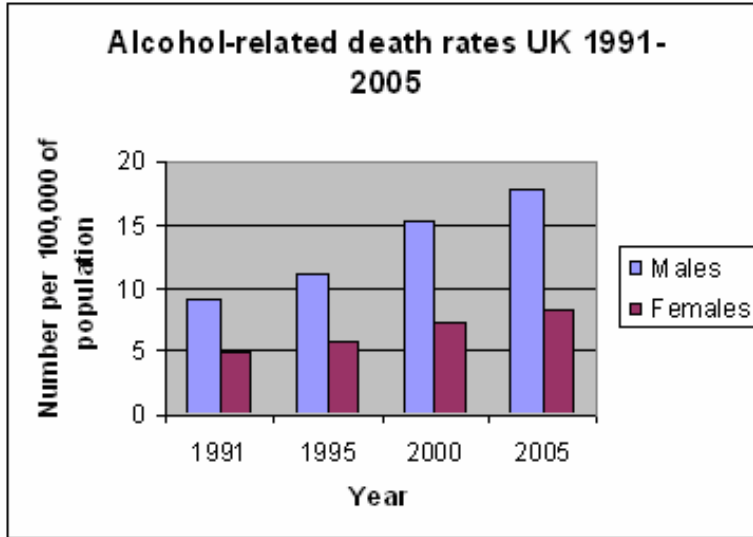


Fig. F

Drug	Group	Effects
Narcotics		Immediate effect can be calming or stimulating. Dulls the ability to feel pain. Marked exhaustion when wears off.
Barbiturates		All are poisonous. Can produce drunken behaviour. Sometimes the user lapses into a coma and dies.
Amphetamines		Intoxification often followed by exhaustion, depression and paranoia.
Cannabis		Immediate effect often depends on what the user wants.
Hallucinogens		Hallucinations, changes in sensory perception, panic, impaired judgement.

Using Fig. E state the sex most likely to die of alcohol related disease;
Males/Men

[1]

Section E: Issues of Health and Welfare		
Question Number	Answer	Max Mark
5(a)(ii)	<p>Using Fig. F state a drug group which is poisonous.</p> <p>Barbiturates</p>	[1]
5(a)(iii)	<p>Using Fig. E compare the trend of alcohol related deaths per 100,000 of the population of men and women.</p> <p>Level 1: [1 mark] Candidate identifies that the trend for both is upwards but does not compare</p> <p>Level 2 [2 marks] Candidates compare the difference in numbers between men and women indicating that there are double the number of men to women.</p>	
5(a)(iv)	<p>Using Fig. F state the two types of drugs which produce a similar effect to alcohol</p> <p>Barbiturates – 1 mark Amphetamines – 1 mark</p>	[2]
5(b)	<p>‘Alcohol should be classified as a dangerous drug. It affects more people than illegal drugs and can be lethal.’</p> <p>Do you agree? Explain your answer using information from Figs. E and F as well as from your own studies.</p> <p>In your answer you could refer to:</p> <ul style="list-style-type: none"> • the reasons alcohol is legal • the similarities between alcohol and dangerous drugs • the arguments in favour of classifying alcohol as a dangerous drug • the arguments against classifying alcohol as a dangerous drug <p>In this answer there six marks for AO2. These should be awarded as follows:</p> <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Candidate implicitly uses the Figs to help construct their answer.</p> <p>Level 2: [3-4 marks] Candidates draw some relevant information from the Figs, quoting it as evidence, in specific parts of their answer.</p> <p>Level 3: [5-6 marks] Candidates draw extensively on relevant information from the Figs and quote it in context to support their argument throughout their answer.</p> <p>In this answer, there are eight marks for AO1. These should be awarded as follows</p> <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Candidate offers a simple statement in relation to the question e.g.</p>	

both alcohol and drugs cause problems but alcohol is legal

Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.

Level 2:

[3-4 marks] Candidate **either** gives developed examples of at least two of the prompts **or** a more generalised statement touching on most of the prompts e.g.

- Alcohol is legal for historical reasons/ if it were invented today it would probably be classed as a dangerous drug/ because it has always been legal there is considerable resistance to changing its status/ alcohol is used sensibly by the majority of people/ why should it be made illegal because a minority abuse it.
- A review of the documents indicates that alcohol shares many of the drawbacks of controlled drugs/ intoxication/ it is a poison/ it is addictive/ it leads to criminality and antisocial behaviour.
- If alcohol shares most of the attributes of dangerous drugs why should it not be classed as a dangerous drug/ if alcohol is not included why should other drugs be/ the costs of alcohol – illness/crime/social problems – are greater than dangerous drugs because it is legal.
- Making things illegal makes them more attractive to some/ e.g. Prohibition in USA/ leads ordinary ‘decent ‘ citizens to become criminalised by accessing alcohol/rise of gangsterism/ most people do not have problems with alcohol.

Text is readable, there are mistakes in spelling, grammar and punctuation, comprehension of meaning largely clear.

Level 3:

[5-6 marks] Candidate attempts to give a balanced view to include at least three of the prompts developed in Level 2.

Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear.

Level 4:

[7-8 marks] Candidate, makes a valid and developed explanation of the arguments for and against the question, raises the anomalies implicit in the legal/illegal argument and may make a decision or develop a conclusion based on argument.

Text is clearly readable, spelling, grammar and punctuation are accurate; meaning is very clear

[14]

Section E Total

[20]

Paper Total

[100]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)(i)	3	0	0	3
1(a)(ii)	3			3
1(b)(i)	2			2
1(b)(ii)	2			2
1(c)	10			10
2(a)(i)	3			3
2(a)(ii)	3			3
2(b)(i)	2			2
2(b)(ii)	2			2
2(c)	10			10
3(a)(i)	3			3
3(a)(ii)	3			3
3(b)(i)	2			2
3(b)(ii)	2			2
3(c)	10			10
4(a)(i)	3			3
4(a)(ii)	3			3
4(b)(i)	2			2
4(b)(ii)	2			2
4(c)	10			10
5(a)(i)	0	1		1
5(a)(ii)	0	1		1
5(a)(iii)	2	0		2
5(a)(iv)	0	2		2
5(b)	8	6		14
Totals	90	10	0	100

BLANK PAGE

SPECIMEN