

Humanities

General Certificate of Secondary Education **1939/01**

Paper 1

Mark Scheme for June 2010

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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.

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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 Assistant examiners should mark all scripts in red ink except those scripts sent to the Principal Examiner for standardisation. Standardisation scripts will be marked in pencil and revised in red ink after being returned from the PE.
- 2 Half marks must not be used
- 3 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.
- 4 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.
- 5 Marks should be indicated in the right hand margin. The levels corresponding to these marks should be indicated in the body of the text where the level is triggered.
- 6 At the end of each question, the total mark achieved by the candidate for that question **must** be indicated in a circle.
- 7 The total mark for each question should be transferred to the front page of the script. The marks for the questions should be totalled and indicated.
- 8 Candidates are informed that marks for Quality of Written communication will be awarded in questions: 1c, 2c, 3c, 4c and 5b or 6b. Markers should award the top mark in the level achieved to reward QWC.

Weighting of Assessment Objectives

	Knowledge and Understanding AO1	Interpretation and Evaluation AO2
Section A	Questions 1, 2, 3 and 4: 20 marks awarded for each question	N/A
Section B	Questions 5 and 6: 10 of the 20 marks awarded	Questions 5 and 6: 10 of the 20 marks awarded
Overall	90 marks of the 100 awarded. Reduced to 45% of the total grade by weighting.	10 marks of the 100 awarded. Reduced to 5% of the total grade by weighting.

Question	Section A: Question 1 Issues of Citizenship	Mark
1 (a) (i)	Level 1: Simple answer which makes a statement with relevance to the question. eg someone who employs people/the owner of the business/ the boss.	1
	Level 2: More accurate definition eg a description of the role of an employer/ businessperson/entrepreneur/employs people/sets terms and conditions/contract and pay/the right to hire and fire/ has rights over and responsibilities to the employee. Should offer an example for top of level probably identifying a business rather than an individual.	2-3
	Level 3: Accurate more complex definition eg develops Level 2 – by identifying the importance of the abilities of the employer in relation to people and/or business to be successful.	4
(ii)	Level 1: Simple answer which makes a statement with relevance to the question. eg workers/people paid to work in a business/the staff.	1
	Level 2: Accurate definition eg a description of the role of an employee/they are crucial to make a business work/they have rights from and responsibilities to the employer and business/terms and conditions and contracts cut both ways. Should offer an example for top of level.	2-3
	Level 3: Accurate more complex definition eg develops Level 2 – by identifying the ways in which good employees are essential for the success of an enterprise.	4
(b) (i)	9 in total.	1
(ii)	1 on membership of EEC UK wide.	1
(iii)	For: Gives more power to ordinary people. Make decisions that affect their lives.	1
(iv)	Against: Expensive. Interferes with Parliamentary Process.	1
(c) (i)	Level 1: Simple answer which makes a statement with relevance to the question eg They all play a part/Parliament votes on it/government suggests/supports it/ judges apply it.	1
	Level 2: Candidate offers description of the legislative process indicating some knowledge of roles of executive, legislative and judiciary eg may develop a combination of L1/clear indication of separate and complementary roles for top of level/the government is responsible for developing policy/Parliament passes it into law and the courts and judges apply it.	2-3
	Level 3: Candidate gives developed description of the legislative process eg develops L2 but may comment on the relative power of the government in relation to the courts and parliament.	4

Question	Section A: Question 1 Issues of Citizenship	Mark
(ii)	Level 1: Simple answer which makes a statement with relevance to the question. eg Parliament can refuse to pass laws government wants/courts can 'interpret' laws.	1
	Level 2: Candidate offers description of the legislative process indicating some of the potential conflicts eg despite the Government being the majority party it can be defeated by parliament over controversial legislation/the judges are independent and can interpret law differently from what parliament intended.	2-3
	Level 3: Candidate gives developed description of the legislative process eg develops L2 but may indicate an awareness that the checks and balances are deliberate and can be useful.	4

Question	Section A: Question 2 Economic and Industrial Issues	Mark
2 (a) (i)	Level 1: Simple answer which makes a statement with relevance to the question. eg letting people know who you are/raising awareness.	1
	Level 2: Accurate definition eg using the media to promote a company/product/different from advertising/ publicity is the deliberate attempt to manage the public's perception of a subject/ subjects include people /politicians and performing artists/ goods and services/ organisations of all kinds/ works of art or entertainment/ a publicist cannot wait around for opportunities/ they must also try to create their own news.	2-3
	Level 3: Accurate more complex definition which develops higher Level 2. The use of examples from own studies for Level 3.	4
(ii)	Level 1: Simple answer which makes a statement with relevance to the question. eg keeping the public happy/listening to complaints.	1
	Level 2: Accurate definition eg promoting a good public image/ establishing, maintaining, or improving a good relationship between an institution or person and the public/ the relationship between an institution or person and the public/ with respect to whether that institution or person is seen in a positive or negative light/ public relations department/ responsible for public relations.	2-3
	Level 3: Accurate more complex definition which develops higher Level 2. The use of examples from own studies for Level 3.	4
(b) (i)	The selling of goods and products from primary and secondary industries and/or the sale of services and skills.	1
(ii)	10% to 20% or 10% on its own.	1
(iii)	Any one from providing information services/computing and ICT/R&D/consultancy.	1
(iv)	76% of the workforce.	1
(c) (i)	Level 1: Simple answer which makes a statement with relevance to the question eg pay/hours/holidays.	1
	Level 2: Candidate offers a description of the issues raised eg improved pay /reduced working hours/improved working conditions/a role in company decisions/a share in the profits of the company/job security.	2-3
	Level 3: Candidate offers description which develops Level 2 eg may indicate an awareness that Trade Unions negotiate and therefore concessions to the employer may be made to achieve aims.	4

Question	Section A: Question 2 Economic and Industrial Issues	Mark
(ii)	Level 1: Simple answer which makes a statement with relevance to the question. eg full employment/sick pay/improved health services.	1
	Level 2: Candidate offers description of the issues raised eg full employment/national prosperity/benefits for members who are sick or retired/improved social security schemes/a say in government/ improved public and social services.	2-3
	Level 3: Candidate offers description which develops Level 2 eg may indicate the political difficulties governments may have negotiating/ the agreement – or lack of it on these issues.	4

Question	Section A: Question 3 Environmental Issues	Mark
3 (a) (i)	Level 1: Simple answer which makes a statement with relevance to the question. eg the world is warming up/greenhouse effect.	1
	Level 2: Accurate definition eg Gradual increase in the earth's surface temperature/Warming caused by human activity/caused by greenhouse gas/ like CO ₂ which traps the sun's heat/generally accepted it is happening/some countries do not take part in action against it.	2-3
	Level 3: More accurate definition as in higher Level 2. The use of examples from own studies for Level 3.	4
(ii)	Level 1: Simple answer which makes a statement with relevance to the question eg things living together.	1
	Level 2: Accurate definition eg species on earth interact with one each other/these interactions are called ecosystems/ a localized group of interdependent organisms together with the environment that they inhabit and depend on.	2-3
	Level 3: More accurate definition as in higher Level 2. The use of examples from own studies for Level 3.	4
(b) (i)	Any two from: They are not biodegradable They are thrown away after purchase/only 1% of plastic is recycled Landfill	2
(ii)	Any two from: Use less bags. Recycle more bags. Use less plastic Use recycled material	2
(c) (i)	Level 1: Simple statement with relevance to the question eg recycles.	1
	Level 2: Candidate describes the process eg help maintain economic development within acceptable levels of global resource depletion and environmental pollution/recycling/buying products which support the aim/awareness of impact of lifestyle/ attempt to alter lifestyle/cycle or walk rather than drive/rail not air.	2-3
	Level 3: Candidate produces a more detailed and complex answer which includes most of the elements of Level 2.	4

Question	Section A: Question 3 Environmental Issues	Mark
(ii)	Level 1: Simple statement with relevance to the question eg passes laws.	1
	Level 2: Candidate describes the issues eg enable and facilitate individuals in recycling/set legislative boundaries to support/enforce the requirements/set an example nationally and globally/set an environment which encourages business towards sustainable development.	2-3
	Level 3: Candidate produces a more detailed and complex answer which building on Level 2 which includes most elements of Level2.	4

Question	Section A: Question 4 Religious and Moral Issues	Mark
4 (a) (i)	Level 1: Simple answer which makes a statement with relevance to the question eg giving thanks/praying/going to church, mosque etc.	1
	Level 2: Accurate definition eg an expression of belief/some form of worship is common to most religions/can be formal or informal/ description of one form of worship/can be individual or collective.	2-3
	Level 3: More accurate definition which develops higher Level 2. The use of examples from own studies for Level 3.	4
(ii)	Level 1: Simple answer which makes a statement with relevance to the question. eg loyalty to somebody or something.	1
	Level 2: Accurate definition eg belief in, devotion to, or trust in somebody or something/ especially without logical proof/ a system of religious belief, or the group of people who adhere to it/ belief in and devotion to God/ a strongly held set of beliefs or principles.	2-3
	Level 3: More accurate definition which develops higher Level 2. The use of examples from own studies for Level 3.	4
(b) (i)	Any two from: Explanation of death. Rituals to mark death Ceremonies to remember the dead.	2
(ii)	You must not kill. God created life/life is special	1 1
(c)	Level 1: Candidate offers a simple statement with relevance to the question: eg God made the world.	1
	Level 2: Candidate offers a limited explanation of either Christian or one other major world religion: eg: Christianity – All life was created by the actions of God /some Creationists say God did this in a single creative event/ the most common theory follows the accounts in the Biblical Book of Genesis. Islam – Muslims believe that Allah (God) created the heavens and the earth/ in perfect harmony and balance/and that He continues to reign over His creation.	2-3

Question	Section A: Question 4 Religious and Moral Issues	Mark
	<p>Level 3: Candidate offers an more detailed explanation which develops one explanation fully and the other in part eg Christianity – All life was created by the actions of God /some Creationists say God did this in a single creative event/ some Creationists don't limit creation to one event/ all the forms of life existing today were created by the actions of God/ the organisms created by God can't produce new forms of organism – only God can do this/the most common theory follows the accounts in the Biblical Book of Genesis/ but most religions have their own creation story/</p>	
	<p>modern creationism uses scientific evidence to support scripture Islam – Muslims believe that Allah (God) created the heavens and the earth/ in perfect harmony and balance/and that He continues to reign over His creation/ Muslims find no conflict between this belief and current scientific theories regarding the creation of earth/According to the Qur'an, the universe was created in six "days" (or eons), starting with a "big bang."/While Islam recognizes the general idea of the development of life in stages, over a period of time/ human beings are considered as a special act of creation/ Islam teaches that human beings are a unique life form, and were created "from a single pair of a male and female."</p>	4-6
	<p>Level 4: Candidate offers an explanation which develops Level 3 by producing a balanced account.</p>	7-8

Question	Section B: Question 5 Issues of Health and Welfare.	Mark
5 (a) (i)	21% (AO2).	1
(ii)	Regulation in the home (AO2).	1
(b)	In this answer there are eight marks for AO2. These should be awarded as follows: Level 1: Candidate implicitly uses the documents to help construct their answer.	1-2
	Level 2: Candidates refer to information in the documents, without using direct quotes, to support their answer.	3-4
	Level 3: Candidates draw some relevant information from the documents, quoting it as evidence, in specific parts of their answer.	5-6
	Level 4: Candidates draw extensively on relevant information from the documents and quote it in context to support their argument throughout their answer.	7-8
	In this answer, there are ten marks for AO1. These should be awarded as follows: Level 1: Candidate offers a simple statement in relation to the question eg People are more careless at home where they feel safe.	1-2
	Level 2: Candidate makes a valid, but limited explanation of arguments for or against the question eg for Document I gives good evidence that targeted action can produce results/ Document J talks about action in the home/Document K gives guidance against / Document I does not eradicate child accidents/Document J talks of the balance between complacency and paranoia/ Document K advice only makes homes safer not totally safe.	3-4
	Level 3: Candidate makes a valid, but limited explanation of arguments for and against the question eg Makes both sides of the arguments outlined in Level 2.	5-6
	Level 4: Candidate makes a valid and more complex explanation of arguments for and against the question eg as Level 2 but considers other factors eg for there can never be a total elimination of risk/accidents do happen but it is important to be as prepared as possible against people need to take responsibility for their own actions/the 'nanny state' has no right to interfere.	7-8
	Level 5: As for level 4 but candidate concludes with a balanced personal judgement, supported by the essay, on the question posed.	9-10

Question	Section B: Question 6 Issues of Health and Welfare.	Mark
6 (a) (i)	60% (AO2).	1
(ii)	Europe and North America.	1
(b)	In this answer there are eight marks for AO2. These should be awarded as follows: Level 1: Candidate implicitly uses the documents to help construct their answer.	1-2
	Level 2: Candidates refer to information in the documents, without using direct quotes, to support their answer.	3-4
	Level 3: Candidates draw some relevant information from the documents, quoting it as evidence, in specific parts of their answer.	5-6
	Level 4: Candidates draw extensively on relevant information from the documents and quote it in context to support their argument throughout their answer.	7-8
	In this answer, there are ten marks for AO1. These should be awarded as follows Level 1: Candidate makes a simple statement in relation to the question eg Europe and USA have different priorities to rest of world.	1-2
	Level 2: Candidate makes a valid, but limited explanation of arguments for or against the question eg for – Document L clearly shows that large areas of the world are surviving on very low income/Document M clearly indicates the prevalence of hunger to the majority if the world/ Document N indicates the large number of people in poverty against – Document L shows that the population is poor not what aid can do / Document M shows that hunger is not limited to LEDCs/ Document N shows that different regions have different priorities.	3-4
	Level 3: Candidate makes a valid, but limited explanation of arguments for and against the question eg Makes both sides of the argument outlined in Level 2.	5-6
	Level 4: Candidate makes a valid more complex explanation of arguments for and against the question eg as Level 2 but considers other factors such as whether the different priorities lead to a waste of resources that could be used to address hunger.	7-8
	Level 5: As for level 4 but candidate concludes with a balanced personal judgement, supported by the essay, on the question posed.	9-10

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