

**Combined Mark Schemes  
And Report on the Components**

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**June 2005**

**1939/MS/R/05**

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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.

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**Mark Scheme 1939/01**  
**June 2005**

**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 mark 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 specification 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. 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.

Question	Section A: Question 1 Issues of Citizenship	Mark
1 (a) (i)	<b>Level 1:</b> Simple answer which makes a statement with relevance to the question e.g. to be against someone or something.	1
	<b>Level 2:</b> An accurate definition e.g. develops Level 1 – to be against something or someone but to be unable or unwilling, to offer a rational reason.	2-3
	<b>Level 3:</b> Accurate more complex definition e.g. develops Level 2 – possibly identifying types of prejudice –e.g. frequently associated with race, sex and religion.	4
(ii)	<b>Level 1:</b> Simple answer which makes a statement with relevance to the question e.g. to behave unfairly towards a person or group.	1
	<b>Level 2:</b> An accurate definition e.g. develops Level 1 – to behave unfairly towards a person or group, to seek to actively deny them equality.	2-3
	<b>Level 3:</b> Accurate more complex definition e.g. develops Level 2 – possibly identifying types of discrimination –e.g. frequently associated with equal opportunities in employment, housing etc.	4
(b) (i)	Black and Asian.	2
(ii)	White and Asian.	2
(c) (i)	<b>Level 1:</b> Simple answer which makes a statement with relevance to the question e.g. they catch criminals.	1
	<b>Level 2:</b> Candidate gives explanation of the role of the police in law enforcement e.g. develops the idea that the other elements in the judicial process would have little impact without effective policing.	2-3
	<b>Level 3:</b> Candidate gives developed explanation e.g. develops Level 2 – possibly by differentiating between making and enforcing law.	4
(ii)	<b>Level 1:</b> Simple answer which makes a statement relevant to the question e.g. selects one element identified as most important in the law making process.	1
	<b>Level 2:</b> Candidate gives an explanation of the role of more than one element of law making with an attempt at support e.g. the government is most important because they tell parliament what to do; parliament is most important because they have to vote on the laws; the courts are the most important because they apply the laws. Makes no, or only a cursory attempt, to compare and contrast.	2-3
	<b>Level 3:</b> Candidate gives developed explanation e.g. develops Level 2 – possibly by comparing/contrasting the three elements.	4

Question	Section A: Question 2 Economic and Industrial Issues	Mark
2 (a) (i)	<b>Level 1:</b> Simple answer which makes a statement with relevance to the question e.g. different people do different jobs.	1
	<b>Level 2:</b> An accurate definition e.g. develops Level 1 – different people do different jobs and become specialist which helps them do the job more efficiently.	2-3
	<b>Level 3:</b> Accurate more complex definition e.g. develops Level 2 – possibly identifying the benefits of specialisation not only to the individuals but also to the economy in general.	4
(ii)	<b>Level 1:</b> Simple answer which makes a statement with relevance to the question e.g. things made by machines.	1
	<b>Level 2:</b> An accurate definition e.g. develops Level 1 – things made by machines can be made more quickly and cheaply but they can also lead to job losses and unemployment	2-3
	<b>Level 3:</b> Accurate more complex definition e.g. develops Level 2 – possibly identifying the impact that automation can have on the types of job available and the types of skill needed	4
(b) (i)	Employer any <b>two</b> correct from 1,2,4,5 and 8.	2
(ii)	Government any <b>two</b> correct from 3,5,7,9 and 10.	2
(c) (i)	<b>Level 1:</b> Simple answer which makes a statement with relevance to the question e.g. they ask people what they want	1
	<b>Level 2:</b> Candidate gives explanation of the benefits of primary research e.g. use of questionnaires to get information either in person or on the telephone; samples can be tailored	2-3
	<b>Level 3:</b> Candidate gives developed explanation e.g. develops Level 2 – possibly by highlighting the ability to get the specific data you want by designing the questionnaire.	4
(ii)	<b>Level 1:</b> Simple answer which makes a statement relevant to the question e.g. a valid advantage/ disadvantage of primary/secondary.	1
	<b>Level 2:</b> Candidate gives an explanation of primary and secondary research and compares their advantages/disadvantages e.g. makes the argument that primary is better than secondary in this case with supporting argument.	2-3
	<b>Level 3:</b> Candidate gives developed explanation e.g. develops Level 2 – possibly by considering the purpose of the research by the trade union and relating that to the most appropriate type of research.	4



Question	Section A: Question 3 Environmental Issues	Mark
3 (a) (i)	<b>Level 1:</b> Simple answer which makes a statement with relevance to the question e.g. things which are thrown away.	1
	<b>Level 2:</b> An accurate definition e.g. develops Level 1 – things which are thrown away are not always useless/considers the idea that many things thrown away as waste are not	2-3
	<b>Level 3:</b> Accurate more complex definition e.g. develops Level 2 – possibly identifying the debate about the throw away society and/or ideas relating to differential levels of resource use in the world and their impact on waste generation.	4
(ii)	<b>Level 1:</b> Simple answer which makes a statement with relevance to the question e.g. reusing waste.	1
	<b>Level 2:</b> An accurate definition e.g. develops Level 1 – reusing waste and provides examples – bottle banks etc	2-3
	<b>Level 3:</b> Accurate more complex definition e.g. develops Level 2 – possibly identifying the reasons for recycling – non renewable resources and conservation.	4
(b) (i)	Areas fenced off; new routes, artificial surfaces laid.	2
(ii)	Car parks; park and ride schemes; close roads at certain times of year	2
(c) (i)	<b>Level 1:</b> Simple answer which makes a statement with relevance to the question e.g. the world temperature is rising because of CO <sub>2</sub>	1
	<b>Level 2:</b> Candidate gives explanation of the causes of global warming e.g. gases in the atmosphere allow heat from the sun in but not out again; identifies gases CO <sub>2</sub> , methane, nitrous oxide, CFC's	2-3
	<b>Level 3:</b> Candidate gives developed explanation e.g. develops Level 2 – possibly by highlighting the impact of individual gases or detailed explanation of the greenhouse effect.	4
(ii)	<b>Level 1:</b> Simple answer which makes a statement relevant to the question e.g. sea level could rise.	1
	<b>Level 2:</b> Candidate gives an explanation of effects of global warming e.g. Warming has happened in the past but not as quickly as now; no time to adapt to change; ice caps will melt and sea level rise.	2-3
	<b>Level 3:</b> Candidate gives developed explanation e.g. develops Level 2 – possibly by quantifying the change e.g. sea levels are expected to rise by 1 metre over 21 <sup>st</sup> Century – temperature will rise by 3 degrees C..	4

Question	Section A: Question 4 Religious and Moral Issues	Mark
4 (a) (i)	<b>Level 1:</b> Simple answer which makes a statement with relevance to the question e.g. the supreme being.	1
	<b>Level 2:</b> An accurate definition e.g. develops Level 1 – the supreme being – often seen as the creator, God made everything. A being to be worshipped. A lawgiver.	2-3
	<b>Level 3:</b> Accurate more complex definition e.g. develops Level 2 – possibly identifying the debate about the nature of God. Is God a person or a force; inside or outside creation – the universe. Is there one God or many?	4
(ii)	<b>Level 1:</b> Simple answer which makes a statement with relevance to the question e.g. believing in God.	1
	<b>Level 2:</b> An accurate definition e.g. develops Level 1 – believing God gives a meaning to existence. Considers the reasons for belief/faith. The importance of prayer/miracles.	2-3
	<b>Level 3:</b> Accurate more complex definition e.g. develops Level 2 – possibly considers an argument for the existence of God e.g. William Paleys watchmaker theory.	4
(b) (i)	Any <b>two</b> of 1,3 and 6 (1 mark each)	2
(ii)	Any two of 2,4 and 5 (1 mark each)	2
(c)	<b>Level 1:</b> Simple answer which makes a statement with relevance to the question e.g. a valid statement about Christianity or one other major world religion.	1
	<b>Level 2:</b> Candidate makes valid statement(s) about Christianity and/or one other world religion with development	2-4
	<b>Level 3:</b> Candidate gives developed explanation e.g. develops Level 2 – by attempting to compare similarities or differences between Christianity and one other world religion.	5-7
	<b>Level 4:</b> Candidate attempts to draw conclusion about similarities and differences between Christianity and one other world religion.	8

### Rituals connected with birth/baptism.

#### Christianity

- Baptism symbolises the washing away of sin.
- Baptism symbolises a new life.
- Baptism for infants – parents/godparents make promises. The sign of the cross is made on the baby in holy water. Usually takes place over a font. A candle may be lit.

**Judaism**

- Brit Milah – the covenant of the circumcision – done at 8 days – boys only – are named.
- Redemption of the first-born – at 30 days father “buys back” first boy from priesthood.
- Jewish girls receive their names on the Sabbath following their birth.

**Islam**

- The first word a child should hear is Allah. As soon as it is born the call to prayer is whispered in its ear.
- Agiga – the naming ceremony. Takes place at 7 days. Child’s head is shaved and a donation of gold/silver weighing the same is given to the poor. Sacrifice of one sheep or goat for a girl two for a boy. The child is then named
- Boys are circumcised.

**Hinduism**

- There are a number of samskaras (ceremonies). Three are carried out before the child is born to protect the baby and mother. The fourth is washing the baby as soon as it is born. A sacred symbol is written on the baby’s tongue and a symbolic mark is made on the forehead.
- The name giving ceremony is on the 11<sup>th</sup> or 12<sup>th</sup> day. The name is kept secret. Scarlet threads are tied to the baby as protection and a piece of gold is given for good fortune.
- For boys the final ceremony is the first haircut. Not all the hair is cut off a small tuft is left at the front.

Question	Section B: Question 5 Issues of Health and Welfare.	Mark
5 (a) (i)	Cost - taxes on alcohol raise £7 billion crime and health cost £9 billion. (AO2)	1
(ii)	Health risk – can seriously harm nervous and reproductive system (AO2)	1
(b)	<b>In this answer there eight marks for AO2. These should be awarded as follows:</b> <b>Level 1:</b> Candidate implicitly uses the documents to help construct their answer.	1-2
	<b>Level 2:</b> Candidates refer to information in the documents, without using direct quotes, to support their answer.	3-4
	<b>Level 3:</b> Candidates draw some relevant information from the documents, quoting it as evidence, in specific parts of their answer.	5-6
	<b>Level 4:</b> Candidates draw extensively on relevant information from the documents and quote it in context to support their argument throughout their answer.	7-8
	<b>In this answer, there are ten marks for AO1. These should be awarded as follows</b> <b>Level 1:</b> Candidate offers a simple statement in relation to the question either agreeing or disagreeing with it e.g. alcohol costs a lot of money to the country/people should have the right to choose because alcohol is not illegal.	1-2
	<b>Level 2:</b> Candidate makes a valid, but limited explanation of arguments for <b>or</b> against the statement e.g. people would change their attitude towards alcohol if they were educated to know what it cost the country in health, policing and lost production/ alcohol is not an illegal drug and millions of people use it sensibly; proper education would stop the need for further action	3-4
	<b>Level 3:</b> Candidate makes a valid, but limited explanation of arguments for <b>or</b> against the statement but also demonstrates a clear understanding that the behaviour of some people make the issue of considering how to deal with the problems of alcohol relevant e.g. if alcohol were discovered today would it be an illegal drug? If alcohol is addictive will this not affect people's attitudes towards alcohol; would education be effective and sufficient?	5-6
	<b>Level 4:</b> Candidate agrees or disagrees with the statement but in addition shows an understanding why a person might take a counter view and in doing so demonstrates a clear understanding of the risks and most common types of problems caused by alcohol e.g. develops Level 3 and identifies and develops ideas drawn from the sources and their own studies.	7-8
	<b>Level 5:</b> 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)	The promotion of paid work (AO2)	1
(ii)	Because they accept poverty as a way of life (AO2)	1
(b)	<b>In this answer there eight marks for AO2. These should be awarded as follows:</b> <b>Level 1:</b> Candidate implicitly uses the documents to help construct their answer.	1-2
	<b>Level 2:</b> Candidates refer to information in the documents, without using direct quotes, to support their answer.	3-4
	<b>Level 3:</b> Candidates draw some relevant information from the documents, quoting it as evidence, in specific parts of their answer.	5-6
	<b>Level 4:</b> Candidates draw extensively on relevant information from the documents and quote it in context to support their argument in throughout their answer.	7-8
	<b>In this answer, there are ten marks for AO1. These should be awarded as follows</b> <b>Level 1:</b> Candidate offers a simple statement in relation to the question agreeing or disagreeing with it e.g. poor people need more help/people in poor families learn to be poor/jobs would help people to get out of poverty.	1-2
	<b>Level 2:</b> Candidate makes a valid, but limited explanation of arguments for <b>or</b> against the statement e.g. the sources suggest that family expectations can be changed by getting people into work and linking this to benefit changes which help poor people into work e.g. tax credits.	3-4
	<b>Level 3:</b> Candidate makes a valid, but limited explanation of arguments for <b>and</b> against the statement e.g. as Level 2 but makes an attempt to relate some of the bullet points to the statement e.g. an evaluation of the advantages and disadvantages of state intervention.	5-6
	<b>Level 4:</b> Candidate agrees or disagrees with the statement but, in addition, shows an understanding about why a person might take a contrary view and in doing so demonstrates a clear understanding of the arguments in favour of a benefit system which encourages people to help themselves, whilst at the same time ensuring that the state provides a safety net for lower income households.	7-8
	<b>Level 5:</b> As for level 4 but candidate concludes with a balanced personal judgement, supported by the essay, on the question posed.	9-10



**Mark Scheme 1939/02**  
**June 2005**

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**Section A**

(Assessment Objective 2, 16 Marks)

Question		Mark
1.	78%	1.
2.	European Elections	1.
3.	<p><b>Level 1:</b> Candidate describes the trend in both as decreasing.</p> <p><b>Level 2:</b> As Level 1 but in addition supports the statement with reference to the figures.</p>	<p>1.</p> <p>2.</p>
4.	<p><b>Level 1:</b> Candidate makes a general but statement about the nature of representative samples indicating a knowledge of the need to select lacking real understanding of the reasons for the process.</p> <p><b>Level 2:</b> Candidate makes a developed statement about the nature of representative samples clearly indicating and understanding of the ability to use such data accurately to extrapolate to a whole population.</p>	<p>1.</p> <p>2-3.</p>
5.	<p><b>Level 1:</b> Candidate makes a general but unexplained statement about the falling level of participation in election generating concern.</p> <p><b>Level 2:</b> Candidate makes a developed statement about the link between the falling trend in voting and the perceived need to make voters feel that their vote means something.</p>	<p>1.</p> <p>2-3.</p>
6.	<p><b>Level 1:</b> Candidate offers a reason why the statement may be true or false. A more developed answer to reach the top of the level.</p> <p><b>Level 2:</b> Candidate offers evidence to support <b>or</b> contradict the statement. Evidence from two or more sources needed to reach the top of the level.</p> <p><b>Level 3:</b> Candidate offers reasons to both support <b>and</b> contradict the statement clearly citing from the documents. Evidence of analysis and/or interpretation of sources required to reach the top of the level.</p> <p><b>Support for the statement:</b> <b>A</b> trend in % turnout in UK and European elections. <b>B</b> Strong support for change at local level. <b>C</b> ERS indicates apathy when no contest is likely leading to low turnout.</p> <p><b>Doubts about the statement:</b> <b>A</b> 1999 and 2001 a blip do not fit pattern. <b>B</b> How reliable is questionnaire? Is local experience transferred to national? <b>C</b> ERS is biased it exists to promote a change.</p>	<p>1-2.</p> <p>3-4.</p> <p>5-6.</p>
	<b>Total Mark:</b>	<b>16</b>

**Section B**

(Assessment Objective 1, 10 Marks)

Question		Mark
<b>7 (a)</b>	<p><b>Level 1:</b> A brief account of questionnaire/survey/interview to find out peoples attitudes towards voting reform.</p> <p><b>Level 2:</b> A more detailed account of the data collection process, specifying the type of questionnaire, questions and collection process.</p> <p><b>Level 3:</b> As Level 2 but a well written and detailed account related to a systematic study.</p>	<p><b>1-2.</b></p> <p><b>3-4.</b></p> <p><b>5.</b></p>
<b>7 (b)</b>	<p><b>Level 1:</b> Candidate identifies general problems involved e.g. telling the truth; bias.</p> <p><b>Level 2:</b> As Level 1 but candidate is more specific about issues of validity and reliability with examples.</p> <p><b>Level 3:</b> As Level 2 but a well written and detailed account.</p>	<p><b>1-2.</b></p> <p><b>3-4.</b></p> <p><b>5.</b></p>
	<b>Total Marks:</b>	<b>10</b>

**Section C**

(Assessment Objective 2, 24 Marks)

Question		Mark
8.	2,770	1.
9.	2000	1.
10.	The Telegraph The Mail on Sunday – one mark each. Allow definitions of the type of paper as well as specific names.	2.
11.	<b>Level 1:</b> Candidate makes a general statement about media income indicating understanding that most newspapers would have serious financial problems without advertising revenue.  <b>Level 2:</b> Candidate makes a developed statement about media income using figures from document E and developing an argument e.g. even the most successful publications, Sun and Sunday Times, would have to double selling price to cover shortfall and some reference to impact this might have on sales.	1-2.  3-4.
12.	<b>Level 1:</b> Candidate uses information in document F to respond to the question.  <b>Level 2:</b> Candidate offers simple explanation as to why information from the Advertising Association can be useful. e.g. they are involved in the process and therefore will be able to give information that will be more useful than someone not involved.  <b>Level 3:</b> As Level 2 but candidate is also able to identify the limitations of relying on one account. e.g. questions reliability Advertising Association has a view point and the information may be biased.	1-2.  3-4.  5-6.
13.	<b>Level 1:</b> Candidate offers a rudimentary answer that either agrees or disagrees with the statement.  <b>Level 2:</b> Candidate agrees <b>or</b> disagrees with the statement and offers some evidence from the sources to back up conclusions.  <b>Level 3:</b> Candidate agrees <b>or</b> disagrees with the statement and offers detailed evidence from the sources to back up conclusions.  <b>Level 4:</b> Candidate agrees <b>and</b> disagrees with the statement and offers <b>detailed</b> evidence from the sources to back up conclusions.  <b>Level 5:</b> As Level 4 but in addition candidate offers detailed evidence to justify a conclusion. To achieve top of level the candidate must offer a sophisticated evaluation of the documents to form a conclusion.	1-2.  3-4.  5-6.  7-8.  9-10.
	<b>Total Mark:</b>	<b>24</b>



# **Report on the Components**

## **June 2005**

## Principal Examiner's Report

### GCSE Humanities 1939/01

#### General Comments

The paper was accessible to candidates of all levels of ability. There was evidence that centres had addressed some of the concerns expressed in previous reports with regard to performance in the Religious and Moral Issues question. Some centres had also prepared candidates well for the assessment requirements of the optional questions in Section B, enabling candidates to perform equally well across all questions. However, many candidates still do not quote directly from the sources and therefore limit the marks they can gain.

There was still evidence that some candidates are relying on general knowledge rather than thorough preparation to address the paper. Economic and Industrial Issues produced below average marks as did the sub question in Environmental Issues on global warming.

Regrettably there were many rubric infringements where candidates answered both optional questions in Section B. It is helpful if attention is drawn to the Instructions to Candidates on the front page of the examination paper.

#### Comments on Individual Questions

##### Section A

- Q1** There was much confusion between prejudice and discrimination in part (a). Most candidates successfully extracted the information from the graphs in part (b). Candidates should be encouraged to answer this section briefly rather than writing extended prose. In part (c) many candidates knew the function of the police and courts, though answers were often limited. Knowledge about the relationship between, and responsibilities of, parliament and government was sketchy.
- Q2** This question produced the most disappointing responses overall. There was clear evidence that many candidates had no knowledge of the two key concepts in part (a). A significant proportion of candidates referred to the Labour Party to explain *division of labour*; others confused automation with arbitration. In part (c) some candidates confused primary and secondary research with primary and secondary industries. There was a generally disappointing response on data gathering methodologies. This is particularly difficult to understand given that this is also examined in Paper 2 where candidates seem to respond more effectively.
- Q3** Many candidates went to some lengths to try to explain waste and recycling in part (a). Not so many made a link between the two and environmental benefit. In part (b) candidates generally scored well, though a significant number failed to see that sending tourists to other attractions would not cure the problem but simply shift it elsewhere. The quality of answers about global warming in part (c) was surprisingly disappointing. Many candidates identified the cause of global warming

as ozone depletion which unsurprisingly led them to identify some incorrect consequences.

- Q4** Average scores on this question were generally higher, possibly a consequence of candidates scoring almost full marks on part (b). Part (c) also gave all candidates an opportunity to gain marks and many did so. Unfortunately part (c) suffered from the recurring problem of many candidates appearing to lack even basic knowledge of the practices identified. A large proportion assumed that all world religions practised some form of infant baptism. Those who displayed knowledge rarely achieved the highest marks as they failed to explain the significance of the practices identified.

## **Section B**

- Q5** This was by far the most popular question in Section B and was also generally answered more successfully. Where candidates understood the assessment demands of the mark scheme they were able to score higher marks. It is essential that candidates be guided to understand that they need to quote from the sources to achieve the highest marks. Some potentially excellent answers also failed to reach the highest levels because they did not offer a counter view. It must be stressed to candidates that a balanced answer which challenges the question “Do you agree?” is needed for the highest marks.
- Q6** This question was less popular and in general terms less successfully answered than Question 5. The lack of reference to the sources was more marked in this question, probably because many candidates took a route of personal experience/knowledge/opinion on the issue of poverty and ignored the sources. A balanced view was rarely developed.

## **Principal Examiner's Report**

### **GCSE Humanities 1939/02**

#### **General Comments**

The paper was accessible to candidates of all levels of ability and the incidence of large gaps in the number of questions attempted was reduced. There is still evidence that some candidates are not well prepared with the research skills needed in some questions. Each section is designed to test certain skills and this is clearly indicated by the title at the start of each section. Problems were particularly noticeable in Section A, where many candidates appeared to have problems analysing or interpreting evidence, and in Section C where reasoned conclusions provided many candidates with difficulties.

#### **Comments on Individual Questions**

##### **Section A: Analyse and Interpret Different Types of Evidence**

- Q1** The vast majority of candidates answered this correctly.
- Q2** Candidates who did not study the whole table in detail frequently answered "both" or "general elections" rather than "European elections".
- Q3** Most candidates scored at least one mark but a proportion failed to support a correct verbal statement with the percentages from the document.
- Q4** This question discriminated well. More able candidates wrote detailed and accurate answers. Other candidates indicated more rudimentary understanding of the term. The number of candidates who appeared to have no knowledge of the term at all was disappointing. A common error was to focus on the term "representative" and assume it was a reference to an elected representative.
- Q5** Some good answers referred to proportional representation but many candidates failed to grasp what the question was asking. This often led to candidates treating it as a precursor to Question 6.
- Q6** This was often well answered especially by candidates who had been drilled in using quotes from the documents to support their answer. The major weakness was that not enough candidates produced a balanced answer by challenging the evidence and putting forward a contrary view. Some candidates clearly used the information in the sources but did not use actual citation.

##### **Section B: Knowledge and Understanding of Different Research Methodologies**

- Q7** Answers about research methodology tended to be generic rather than specific, with few candidates linking it to the voting system as indicated in the question. Many candidates did produce a well developed "questionnaire" answer, although some suggestions for collecting data were very impractical. Most candidates produced solid responses to the problems of research, often listing the predictable standard points.



**Section C: Assess the Reliability and Utility of Evidence and Reach Reasoned Conclusions**

- Q8** The vast majority of candidates answered this correctly.
- Q9** The vast majority of candidates answered this correctly.
- Q10** A large number of candidates answered this correctly. Either the type of paper or the named examples were rewarded. Some candidates made sure by putting in both.
- Q11** A very large number of candidates successfully described the impact of loss of advertising revenue on the survival prospects of newspapers. Candidates who failed to score were those who suggested that people only bought newspapers for the advertising, or that the advertising was done by the newspapers about themselves, and that if there was less advertising then people would not know about them and therefore not buy the paper.
- Q12** Most candidates answered by saying “this shows” and then described the contents of the document. Some candidates went deeper by indicating what is missing from the source and what else a researcher might need to know. Very few questioned the fact that it was a single source or considered the issue of its reliability
- Q13** Most candidates were hostile to the suggestion and few tried to provide a balanced argument by considering both sides of the question. Some candidates who did attempt this tended to do it in a formulaic way and without support from sources. Interestingly those who produced a one-sided response were much more likely to quote from the documents. A number of candidates misread the question and assumed that advertising was to be “scrapped”, not the regulations.

## **Principal Moderator's Report**

### **GCSE Humanities 1939/03**

#### **Coursework**

Overall there has been an increase in the efficiency of school moderation. As in the past, centres who have detailed and well organised moderation structures tend to do much better overall. Problems have again tended to occur as a result of either not having sufficient clarity about the methodology needed or not paying enough attention to the marking criteria.

It is important that candidates write specifically to the marking criteria. It has become increasingly apparent that some centres are attempting to double up on the coursework in some way, as coursework has been submitted which does not fit the criteria assessed in this subject. It is important to realise that the criteria cannot be adjusted to fit the coursework submitted: it must be the other way round. As a matter of course, centres experiencing problems have been provided with a detailed analysis of the areas needing attention in the centre feedback report. It is very important to create a dialogue between moderator and centre prior to moderation in order to resolve any lingering problems.

Some new centres have produced a refreshing variation in their approach to the coursework. This has resulted in a range of options not seen before.

Please note that all questionnaires in samples do not need to be included with the project, as in some cases this year the questionnaires were longer than the projects themselves. All work not directly written by the candidate should be put into an appendix if possible, as reading through large amounts of information which gains little or no credit increases the chance that the moderator may miss important information the candidate has included somewhere in the middle of it.

As before, centres allowing the candidates to select the specific areas of study from a controlled range, and strictly controlling the methodology of investigation, have done very well. Many centres with whole cohorts following a particular line of enquiry have taken the advice given last year and have freshened up the content by promoting further variations in approach.

Other centres are beginning to run the risk of adjustment because their approach is becoming too heavily guided.

The key factor is, as ever, tight control of methodology and a critical appraisal of the actual investigations. There are unfortunately some centres that still tend to concentrate on the title of the investigation as being an interesting and, in some cases, controversial topic without really equipping the students with the investigative methodology to do the topic justice. These centres are now being routinely adjusted.

The over-dependence upon internet and books is still present. Where centres are beginning to address the innate bias of the sources, the marks have begun to improve. The long cut-and-paste essay is still not achieving the marks candidates appear to deserve. Care is needed in some centres to avoid what could be called "implicit

*Report on the Components taken in June 2005*

marking”, where candidates gain credit in the middle of the mark scheme for making fairly simplistic statements about the methodology, or sometimes do not really mention the methods at all. The response of centres to the questionnaire issue was pleasing; the combination of group questions and individual questions on the same questionnaire was much more widespread.

As always, the main area of differentiation revolves around distinguishing between reaching conclusions and evaluating methodology. This is an issue which is still, and probably always will be, conceptually difficult for candidates to grasp and this can make marking complex and difficult to award in the right place. The main point here is that conclusions are basically what can be said about the results gathered. Evaluations are about the way the research was handled by the candidate and how this could be improved. In terms of the application of appropriate research methodology, here the candidate is expected to justify why a particular method has been selected and to show that they know how to carry out an investigation using the methods chosen. This year the new centres showed both ends of the spectrum. Some showed a refreshing approach to the task whilst others are urged to seek assistance through the OCR coursework consultancy service which is free of charge.



**General Certificate of Secondary Education (Humanities) (1939)**  
**June 2005 Assessment Session**

Component Threshold Marks

<b>Component</b>	<b>Max Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Paper 1	100	63	54	45	37	29	21	13
Paper 2	50	32	27	23	18	13	9	5
Coursework	50	42	34	26	20	14	8	2

Specification Overall

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Percentage in Grade	2.2	7.5	13.9	19.9	23.3	18.4	9.8	3.3
Cumulative Percentage in Grade	2.2	9.7	23.5	43.4	66.8	85.2	95.0	98.3

The total entry for the examination was 1864.





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