

Mark Schemes for the Components

June 2006

1939/MS/R/06

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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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MARK SCHEMES FOR THE COMPONENTS

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Mark Scheme 1939/01
June 2006

**GCSE HUMANITIES
PAPER 1****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)	Level 1: Simple answer which makes a statement with relevance to the question, e.g. not a crime.	1
	Level 2: Accurate definition e.g. law that deals with issues that do not involve the police. Disputes between people concerning questions of private rights only.	2-3
	Level 3: Accurate more complex definition, e.g. develops Level 2 – by identifying some of the Civil Courts, types of cases dealt with, divorce, family issues, disputes between neighbours, failure to pay money owed.	4
1 (a)(ii)	Level 1: Simple answer which makes a statement with relevance to the question, e.g. breaking the law.	1
	Level 2: Accurate definition e.g. law that deals with issues which may involve the police. Offences which can be punished by a variety of punishments – fines, community service, ASBO's, prison.	2-3
	Level 3: Accurate more complex definition e.g. develops Level 2 – by identifying some of the Criminal Courts, types of cases dealt with, theft, violence, murder, anti-social behaviour.	4
1 (b) (i)	a. Because the people voted against it. b. The government “stand by the people’s decision.”	2
1 (b)(ii)	a. Only 48% voted in the poll, 52% did not. b. Only some people had a say is this really fairer?	2
1 (c) (i)	Level 1: Simple answer which makes a statement with relevance to the question. e.g. Labour is for workers, Conservatives for bosses	1
	Level 2: Candidate offers explanation of differences e.g. identifies that differences relate to relationship between the individual and the state. Differences are about how much support the state should provide and how much the individual should take responsibility for him/herself.	2-3

	<p>Level 3: To achieve this level there must be examples from own study.</p> <p>Candidate gives developed explanation of differences e.g. develops Level 2 but answer indicates more sophisticated understanding – not too different because they realise electorate will not support extreme views.</p>	4
1 (c)(ii)	<p>Level 1: Simple answer which makes a statement with relevance to the question. e.g. they all want to be elected</p>	1
	<p>Level 2: Candidate offers explanation of similarities e.g. they may differ on the degree but they all support state support of individuals to some degree.</p>	2-3
	<p>Level 3: To achieve this level there must be examples from own study.</p> <p>Candidate gives developed explanation of similarities e.g. develops Level 2 but answer indicates more sophisticated understanding – similarities are dictated by the need to be elected.</p>	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. e.g. making money	1
	Level 2: Accurate definition e.g. the difference between the cost of an item to a business and the price at which it is sold. Essential if a company is to survive.	2-3
	Level 3: Accurate more complex definition e.g. develops Level 2 –by identifying some of the issues around profit – excessive profit, relationship between supplier and customer.	4
2 (a)(ii)	Level 1: Simple answer which makes a statement with relevance to the question. e.g. you can take a product back.	1
	Level 2: Accurate definition e.g. the rights that a consumer has in relation to products and services which are governed by the law and/or a recognition that awareness of consumer rights are important to a successful business.	2-3
	Level 3: Accurate more complex definition e.g. develops Level 2 – by identifying some of the legislation governing consumer rights. The Trade Descriptions Act 1972, The Sale and Supply of Goods Act 1994. Regulation is by the British Government and the EU.	4
2 (b) (i)	Employees liability insurance Motor vehicle insurance	2
2 (b)(ii)	Plate glass – shopkeeper Goods in transit – mail order	2
2 (c) (i)	Level 1: Simple answer which makes a statement with relevance to the question. e.g. the customer brings money to the business.	1
	Level 2: Candidate offers an explanation e.g. Basic business objectives- profit and growth. Loyal customers are the key because of repeat custom.	2-3

	<p>Level 3: To achieve this level there must be examples from own study.</p> <p>Candidate gives developed explanation e.g. develops Level 2 but answer indicates more sophisticated understanding – Legislation lays down minimum standards.</p>	4
2 (c)(ii)	<p>Level 1: Simple answer which makes a statement with relevance to the question. e.g. set up customer service desks.</p>	1
	<p>Level 2: Candidate offers explanation e.g. many companies have customer service policies which go beyond minimum requirements, consumer service given high profile, staff training, policies on product returns and exchanges, response times.</p>	2-3
	<p>Level 3: To achieve this level there must be examples from own study.</p> <p>Candidate gives developed explanation e.g. develops Level 2 but answer indicates more sophisticated understanding – links development to business objectives</p>	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. e.g. how good life is.	1
	Level 2: Accurate definition e.g. the argument about quality/quantity the benefits of industrialisation weighed against the impact on the environment, the benefits of pre-industrial societies balanced against the benefits of modern scientific and medical knowledge.	2-3
	Level 3: Accurate more complex definition e.g. develops Level 2 – by identifying the costs of the complexity and stresses of modern civilised life and balancing these against the poverty, infant mortality and life expectancy of pre-industrial society.	4
3 (a)(ii)	Level 1: Simple answer which makes a statement with relevance to the question, e.g. something you can carry on doing.	1
	Level 2: Accurate definition e.g. the need to consider the impact of development on the environment and whether the impact caused is acceptable. The need to look for changes in current practice to maintain the environment.	2-3
	Level 3: Accurate more complex definition e.g. develops Level 2 – by identifying some of the issues around sustainable development – conservation, recycling, waste, over consumption, resource management.	4
3 (b) (i)	a. Traffic jams b. Accidents	2
3 (b)(ii)	a. Loss of ancient woodland b. Traffic disruption during the work	2

3 (c) (i)	Level 1: Simple answer which makes a statement with relevance to the question. e.g. pollution does not respect human borders.	1
	Level 2: Candidate offers an explanation e.g. activity in one country has a damaging impact on others over which they have no control. River pollution from one country affects other countries downstream. Dumping in seas affects all countries with coast line. Atmospheric pollution spreads through the upper atmosphere.	2-3
	Level 3: To achieve this level there must be examples from own study. Candidate gives developed explanation e.g. develops Level 2 but answer indicates more sophisticated understanding – gives specific examples to illustrate – Britain dumping sewage in the North Sea leading to pollution in Europe. Radio activity seeping into the Irish Sea from Sellafield.	4
3 (c)(ii)	Level 1: Simple answer which makes a statement with relevance to the question. e.g. stop the pollution.	1
	Level 2: Candidate offers explanation e.g. each country becomes aware of the impact of its activities on others. National governments control the activity which is damaging. International agreements e.g. in the EU or through the United Nations or other international bodies.	2-3
	Level 3: To achieve this level there must be examples from own study. Candidate gives developed explanation e.g. develops Level 2 but answer indicates more sophisticated understanding – uses a specific example such as the Kyoto Agreement.	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. e.g. going to church/mosque/temple etc.	1
	Level 2: Accurate definition e.g. a believer who takes part in a religious activity aimed at praising the deity. May take place in a place of worship. Can be individual or collective.	2-3
	Level 3: Accurate more complex definition e.g. develops Level 2 – often an organised and formal process using music, symbols etc	4
4 (a)(ii)	Level 1: Simple answer which makes a statement with relevance to the question. e.g. the bible/Koran etc.	1
	Level 2: Accurate definition e.g. the word of God often transcribed into a book/s. Lays down rules of behaviour. Some prescribe punishments. Seen as the literal word of God.	2-3
	Level 3: Accurate more complex definition e.g. develops Level 2 – identifies problems, interpretation, commentary, fundamentalism versus liberalism.	4
4 (b) (i)	a. God is all powerful; b. God is worshipped; c. One God.	2
4 (b) (ii)	a. Christians believe God became man, Muslims do not. b. Muslims pray five times a day, Christians do not.	2
4 (c)	Level 1: Simple answer which makes a statement with relevance to Christianity or one other major world religion.	1-2
	Level 2: Candidate makes simple valid statements about Christianity and one other world religion.	3-4
	Level 3: Candidate offers specific examples about Christianity and one other world religion.	5-6
	Level 4: Candidate offers specific examples about Christianity and one other world religion and compares the two.	7-8

Question	Section B: Question 5 Issues of Health and Welfare.	Mark
5 (a) (i)	Afghanistan (AO2)	1
5 (a) (ii)	Smoking or obesity (AO2)	1
5 (b)	<p>In this answer there are eight marks for AO2. These should be awarded as follows:</p> <p>Level 1: Candidate implicitly uses the documents to help construct their answer.</p>	1-2
	<p>Level 2: Candidates refer to information in the documents, without using direct quotes, to support their answer.</p>	3-4
	<p>Level 3: Candidates draw some relevant information from the documents, quoting it as evidence, in specific parts of their answer.</p>	5-6
	<p>Level 4: Candidates draw extensively on relevant information from the documents and quote it in context to support their argument in throughout their answer.</p>	7-8
	<p>In this answer, there are ten marks for AO1. These should be awarded as follows:</p> <p>Level 1: Candidate offers a simple statement in relation to the question e.g. the preventable diseases are different and the causes and cures are different.</p>	1-2
	<p>Level 2: Candidate makes a valid, but limited explanation of arguments for or against the question e.g. people do change their attitude to risks when they are educated to know the costs to their own health e.g. the decline of smoking in MEDC's OR education in MEDC's has not made changed attitudes to obesity OR many people in LEDC's have no opportunity to avoid the risks even though they may want to.</p>	3-4
	<p>Level 3: Candidate makes a valid, but limited explanation of arguments for and against the question e.g. Makes both sides of the argument outlined in Level 2</p>	5-6
	<p>Level 4: Candidate addresses the disparity between the causes of preventable diseases in MEDC's and LEDC's. e.g. may refer to the documentary evidence to highlight the contrast in both cause and prevention – e.g. underweight/obesity/high cholesterol/smoking.</p>	7-8
	<p>Level 5: As for level 4 but candidate concludes with a balanced personal judgement, supported by the essay, on the question posed.</p>	9-10

Question	Section B: Question 6 Issues of Health and Welfare.	Mark
6 (a) (i)	Physical assault (AO2)	1
6 (a) (ii)	What is sensible- manage risk not eliminate it (AO2)	1
6 (b)	<p>In this answer there eight marks for AO2. These should be awarded as follows:</p> <p>Level 1: Candidate implicitly uses the documents to help construct their answer.</p>	1-2
	<p>Level 2: Candidates refer to information in the documents, without using direct quotes, to support their answer.</p>	3-4
	<p>Level 3: Candidates draw some relevant information from the documents, quoting it as evidence, in specific parts of their answer.</p>	5-6
	<p>Level 4: Candidates draw extensively on relevant information from the documents and quote it in context to support their argument in throughout their answer.</p>	7-8
	<p>In this answer, there are ten marks for AO1. These should be awarded as follows</p> <p>Level 1: Candidate offers a simple statement in relation to the question e.g. Even the HSC accepts risk is to be managed not eliminated.</p>	1-2
	<p>Level 2: Candidate makes a valid, but limited explanation of arguments for or against the question e.g. there are always risks at work but some industries appear to be more dangerous than others OR Document G gives some evidence that even in dangerous industries accidents can be controlled and even reduced.</p>	3-4
	<p>Level 3: Candidate makes a valid, but limited explanation of arguments for and against the question e.g. Makes both sides of the argument outlined in Level 2</p>	5-6
	<p>Level 4: Candidate addresses the role of all involved in industry to manage and minimise risk, e.g. may highlight the contrast between practise and expectation and the contribution each partner can make.</p>	7-8
	<p>Level 5: As for level 4 but candidate concludes with a balanced personal judgement, supported by the essay, on the question posed.</p>	9-10

Mark Scheme 1939/02
June 2006

**GCSE HUMANITIES
PAPER 2**

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SECTION A

(Assessment Objective 2, 16 Marks)

Question		Mark
1	50% Half	1
2	23,000	1
3	<p>Level 1: Candidate makes a general but unexplained statement about random sample indicating selection of interviewees.</p> <p>Level 2: Candidate makes a developed statement about the nature of random sample e.g. difficulties in using such data accurately to extrapolate to a whole population/range of diverse groups.</p>	<p>1</p> <p>2-3</p>
4	<p>Level 1: Candidate makes a general but unexplained link about the relationship between the ban and the need for policing hunts.</p> <p>Level 2: Candidate makes a developed statement about the link between the relationship between the ban and the need for policing. Identifies the police attitude to the issue and/or the need for sensitivity</p> <p>Level 3: As Level 2 but candidate additionally identifies the switch of resources from protecting to policing hunts.</p>	<p>1</p> <p>2-3</p> <p>4-5</p>
5	<p>Level 1: Candidate offers a reason why the statement may be true or false. Some evidence offered in order to gain top mark at this level.</p> <p>Level 2: Candidate offers a developed statement to either support or contradict the statement. Evidence from the documents offered to gain top mark at this level.</p> <p>Level 3: As Level 2 but candidate offers developed response to both support and contradict the statement clearly citing from the document. To gain a top mark at this level the candidate would also refer to the rigour of the research or its limitations.</p>	<p>1-2</p> <p>3-4</p> <p>5-6</p>

	<p>Support for the statement:</p> <p>Document A: Countryside Alliance figures challenged on estimation and methodology. Recent studies put figures for employment and hunting expenditure on rural economy much lower.</p> <p>Hunts kill only a fraction of the number of foxes killed each year.</p> <p>Document B: Despite the figures in A most oppose ban from all classes.</p> <p>Document C: Impact of disruption on the countryside and costs of policing</p> <p>Doubts about the statement:</p> <p>Document A: Countryside Alliance represents foxhunting therefore should know its impact. If impact on fox is so low why ban it?</p> <p>Document B: How reliable is questionnaire?</p> <p>Document C: Costs should be no higher as police funding currently used to protect hunts will now be used to enforce the ban.</p>	
	Total Mark:	16

SECTION B

(Assessment Objective 1, 10 Marks)

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

SECTION C

(Assessment Objective 2, 24 Marks)

Question		Mark
7	English Nature	1
8	Threefold	1
9	a. To save it from further destruction by fishing fleets	1
	b. To provide the fishing industry with a future	2
10	<p>Level 1: Candidate identifies the two changes of policy i.e. fish reserves and controlling fishing.</p> <p>Level 2: Candidate makes a developed statement about a change in attitude towards fisheries management, e.g. generalised comment on improving the environment. For top of level - controlling the amount of fishing rather than the amount of fish landed</p>	<p>1-2</p> <p>3-4</p>
11	<p>Level 1: Candidate uses information in document F to respond to the question.</p> <p>Level 2: Candidate offers simple explanation as to why information from the Nerc Centre for Ecology and Hydrology 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.</p> <p>Level 3: As Level 2 but candidate is also able to identify the limitations of relying on one account, e.g. questions reliability Nerc Centre for Ecology and Hydrology has a view point and the information may be biased. Also they admit they do not know precisely what is happening.</p>	<p>1-2</p> <p>3-4</p> <p>5-6</p>

12	Level 1: Candidate offers a rudimentary answer that either agrees or disagrees with the statement.	1-2
	Level 2: Candidate agrees or disagrees with the statement and offers some evidence from the sources to back up conclusions.	3-4
	Level 3: Candidate agrees and disagrees with the statement and offers some evidence from the sources to back up conclusions.	5-6
	Level 4: Candidate agrees and disagrees with the statement and offers detailed evidence from the sources to back up conclusions.	7-8
	Level 5: 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.	9-10
	Total Mark:	24

**General Certificate of Secondary Education
Humanities 1939
June 2006**

Component Thresholds (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
01	100	63	54	45	36	28	20	12
02	50	36	31	26	22	17	12	8
03	50	42	34	26	20	14	8	2

Option Thresholds (weighted marks)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	153	136	116	97	78	59	40	21
Percentage in Grade		2.1	7.9	14.5	19.5	21.5	17.8	10.7	3.8
Cumulative Percentage in Grade		2.1	9.9	24.5	44.0	65.5	83.2	94.0	97.8

The total entry for the examination was 2037.

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