

Mark Schemes for the Components

June 2007

1939/MS/R/07

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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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CONTENTS

General Certificate of Secondary Education Humanities (1939)

MARK SCHEMES FOR THE COMPONENTS

Unit	Content	Page
1939/01	Paper 1	1
1939/02	Paper 2	9
*	Grade Thresholds	14

Mark Scheme 1939/01
June 2007

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. eg can say what you like	1
	Level 2: Accurate definition eg people have the right to express their opinions. There are limits to what can be said which can be enforced by law or gives clear examples.	2-3
	Level 3: Accurate more complex definition eg develops Level 2 – by identifying libel and/or slander and indicating how this can be applied to individuals.	4
(ii)	Level 1: Simple answer which makes a statement with relevance to the question. eg someone who does things for other people	1
	Level 2: Accurate definition eg someone who takes the responsibility of being a citizen seriously. May give example/s such as always votes in elections etc	2-3
	Level 3: Accurate more complex definition eg society can only function if people take an active part in it. May give example/s such as volunteers for things stands for election etc	4
(b) (i)	Any two from torture, imprisonment because of belief etc, genocide	2
(ii)	a. 67% of governments do not use torture (accept 2/3rds) b. 50% of governments do not imprison because of belief (accept ½)	2
(c) (i)	Level 1: Simple answer which makes a statement with relevance to the question. eg They can go on strike	1
	Level 2: Candidate offers explanation of differences eg identifies that trade unions have other methods of dealing with problems other than strikes. Raises the issue of negotiation. May give examples of other trade union actions short of strikes eg work to rule, overtime ban.	2-3
	Level 3: Candidate gives developed explanation of differences eg develops Level 2 but answer indicates more sophisticated understanding – unions can co-operate with management to solve problems	4
(ii)	Level 1: Simple answer which makes a statement with relevance to the question. eg it's a kind of court	1
	Level 2: Candidate offers explanation of similarities eg it is an independent body which is not a party to the dispute and will attempt to give an impartial judgement	2-3
	Level 3: Candidate gives developed explanation of similarities eg develops Level 2 but answer indicates more sophisticated understanding – decisions are binding, can impose sanctions	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 the third level/type of industry	1
	Level 2: Accurate definition eg service industries such as finance and insurance	2-3
	Level 3: Accurate more complex definition eg develops Level 2 – by placing tertiary in its relationship to the other types of production or commenting on the growth of this sector and the decline of others	4
(ii)	Level 1: Simple answer which makes a statement with relevance to the question. eg buying on the internet	1
	Level 2: Accurate definition eg the process of buying/ordering goods and services electronically. May give examples of advantages/disadvantages.	2-3
	Level 3: Accurate more complex definition eg develops Level 2 – by identifying the impact of e commerce on society and business and employment.	4
(b) (i)	Helping with homework; following a recipe; dealing with official letters - any two correct one mark each	2
(ii)	Better job, better pay Make workplace more efficient, and more productive - any two correct one mark each	2
(c) (i)	Level 1: Simple answer which makes a statement with relevance to the question. eg it's cheaper	1
	Level 2: Candidate offers an explanation eg as electronic communication and international transport has improved the need for business to be physically located in the same country as customers has declined companies; can and do look at cost/ benefit analysis of relocation.	2-3
	Level 3: Candidate gives developed explanation eg develops Level 2 but answer indicates more sophisticated understanding – may develop concept of globalisation of business	4
(ii)	Level 1: Simple answer which makes a statement with relevance to the question. eg loss of jobs in Britain	1
	Level 2: Candidate offers explanation eg the workforce may not be as skilled, call centres may pose language and cultural problems, resentment of customers in Britain.	2-3
	Level 3: Candidate gives developed explanation eg develops Level 2 but answer indicates more sophisticated understanding – cultural costs may outweigh financial benefits	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 problems with the environment	1
	Level 2: Accurate definition eg the impact that human beings have on the natural world and its consequences. May offer an example.	2-3
	Level 3: Accurate more complex definition eg develops Level 2 – by identifying some environmental issues showing an understanding that there are different attitudes to how they arise and how they should be dealt with.	4
(ii)	Level 1: Simple answer which makes a statement with relevance to the question. eg people with a particular point of view	1
	Level 2: Accurate definition eg a group of people seeking to achieve a change in law/society. May offer an example.	2-3
	Level 3: Accurate more complex definition eg develops Level 2 – by identifying the ways in which groups seek to apply pressure eg publicity/lobbying.	4
(b) (i)	a. Local knowledge b. Allows sensible sustainable decisions	2
(ii)	a. Higher levels of human suffering b. Damage to the world we live in/environment	2
(c) (i)	Level 1: Simple answer which makes a statement with relevance to the question. eg .farmland was built on	1
	Level 2: Candidate offers an explanation eg loss of natural environment to houses and factories. Noise and air pollution from factories. Disposal of sewage and rubbish	2-3
	Level 3: Candidate gives developed explanation eg develops Level 2 but answer indicates more sophisticated understanding – uses idea of urban sprawl. Considers wider climatic impact of urbanisation. Uses specific examples from 19 th /20 th centuries of urban growth.	4
(ii)	Level 1: Simple answer which makes a statement with relevance to the question. eg roads, railways and canals were built	1
	Level 2: Candidate offers explanation eg Identifies the impact of developing transport systems in terms of loss of natural environment, noise and pollution, disruption of habitat.	2-3
	Level 3: Candidate gives developed explanation eg develops Level 2 but answer indicates more sophisticated understanding – raises issue of public v private transport – cleaner fuels.	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 God created everything.	1
	Level 2: Accurate definition eg In Christianity and Judaism God made the world in 6 days and all that is in it.	2-3
	Level 3: Accurate more complex definition eg develops Level 2 – may give detail of the process	
(ii)	Level 1: Simple answer which makes a statement with relevance to the question. eg what happens when you die	1
	Level 2: Accurate definition eg In Christianity and Judaism you are judged on how you have lived your life and that determines whether you go to heaven or hell	2-3
	Level 3: Accurate more complex definition eg develops Level 2 – may give detail of the process or show more complex understanding eg purgatory	4
(b) (i)	It is the key to development Any of the bullet points	2
(ii)	Spend less on the military Educate girls Stop children having to work	2
4(c) (i)	Level 1: Candidate offers an example of one or more basic religious positions eg for or against the practise linked to an appropriate moral issue.	1-2
	Level 2: Candidate offers a more detailed description of the position of the religious groups on the selected moral issue.	3-4
	Level 3: Candidate compares the positions of the religious on the moral issue including why the beliefs are held linking it to one religion in detail or both religions in outline	5-6
	Level 4: Candidate achieves a full comparison and includes references to particular teachings from both religions	7-8

Question	Section B: Question 5 Issues of Health and Welfare.	Mark
5 (a) (i)	Single high level exposure (AO2)	1
(ii)	The closure of the THORP reprocessing plant (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 radiation is dangerous	1-2
	Level 2: Candidate makes a valid, but limited explanation of arguments for or against the question eg we need nuclear power because of climate change and global warming therefore we have to accept the risk involved or the risk is too high nuclear power stations should be replaced by renewable energy	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 and more complex explanation of arguments for and against the question eg as Level 2 but considers other factors such as not all radiation to which we are exposed comes from nuclear power generation – background radiation.	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)	It was never funded well enough (AO2)	1
(ii)	Raise taxes (AO2)	1
(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 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 eg Other systems provide better benefits.</p>	1-2
	<p>Level 2: Candidate makes a valid, but limited explanation of arguments for or against the question eg yes because they give high benefits to all people regardless or no because not everybody who gets universal benefits needs or deserves to get them – money is wasted</p>	3-4
	<p>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</p>	5-6
	<p>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 the viability of a universal benefit system in a time of falling populations and increasing longevity.</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 2007

GCSE HUMANITIES**PAPER 2****GENERAL POINTS**

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Section A

(Assessment Objective 2, 16 Marks)

Question		Mark
1	67%	1
2	9 metres	1
3	Level 1: Candidate makes a general but unexplained statement about representative sample.	1
	Level 2: Candidate makes a developed statement about the nature of a representative sample and the ability to use such data accurately to extrapolate to a whole population.	2-3
4	Level 1: Candidate makes a general but unexplained statement about attitudes to road trains from either Transport 2000 or the RHA to demonstrate agreement/disagreement.	1
	Level 2: Candidate makes a general statement about the attitudes of Transport 2000 and the RHA or developed statement about one to demonstrate agreement/disagreement.	2-3
	Level 3: Candidate compares and contrasts statements from Transport 2000 and the RHA to demonstrate agreement/ disagreement	4-5
5	Level 1: Candidate makes a general statement agreeing or disagreeing. Implicit reference to sources made in order to gain top mark at this level. eg different groups say different things/different types of evidence are better.	1-2
	Level 2: Candidate uses explicit reference to agree and disagree. Direct reference to at least one source made to gain top mark at this level. eg in Document A the RHA says that larger vehicles make commercial sense but Transport 2000 say the impact on towns and villages would be disastrous. In Document B the RHA argues it would help the industry to be efficient Transport 2000 highlights safety risks.	3-4
	Level 3: As Level 2 but candidate makes a developed statement to both support and contradict clearly citing from the documents. eg use of both Documents in Level 2. Quality of argument likely to be a factor.	5-6
	Total Mark:	16

Section B

(Assessment Objective 1, 10 Marks)

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

Section C

(Assessment Objective 2, 24 Marks)

Question		Mark
7	Women and work commission	1
8	28%	1
9	a. General statement indicating the scale of the survey	1
	b. Statement as L1 but including the figures 20,000 respondents and 200 firms	2
10	a. Candidate identifies the conclusion that women are being discriminated against in general terms.	1
	b. Candidate identifies specific data to support statement in (a) eg quicker promotion but less pay.	2
11	a. Candidate identifies the conclusion in general terms that employers need to treat women fairly.	1
	b. Candidate identifies the specific statement relating to promotion and pay being related to ability not gender.	2
12	Level 1: Candidate uses information in document F to respond to the question.	1-2
	Level 2: Candidate offers simple explanation as to why information can be useful: eg she is a woman who is succeeding in a male dominated world.	3-4
	Level 3: As Level 2 but candidate is also able to identify the limitations of relying on one account. eg questions whether an account of one individuals success is a sound base on which to base a judgement. How representative is this account?	5-6
13	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 both 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 2007 Assessment Session

Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
01	100	62	52	42	33	24	15	6
02	50	35	29	24	19	14	10	6
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	154	133	112	92	72	52	33	14
Percentage in Grade		1.65	7.16	14.95	20.20	21.00	17.48	10.23	5.43
Cumulative Percentage in Grade		1.65	8.81	23.75	43.95	64.95	82.43	92.66	98.09

The total entry for the examination was 2331.

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