

Mark Schemes for the Components

June 2008

1939/MS/R/08J

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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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Humanities (1939)

MARK SCHEMES FOR THE COMPONENTS

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1939/01 Paper 1

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 a reference to voting or elections | 1 |
| | Level 2: More accurate definition eg a description of the process of conducting a ballot /registration/polling station process/secret ballot/the count/the reasons why ballots are held. Detailed description required for top of level. | 2-3 |
| | Level 3: More accurate definition eg 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 people are asked a question. | 1 |
| | Level 2: More accurate definition eg all registered voters can vote to make a decision an issue/common in some countries/rare in UK/ only used in exceptional cases. Detailed description required for top of level. | 2-3 |
| | Level 3: More accurate definition eg as in higher Level 2. The use of examples from own studies for Level 3. | 4 |
| (b) (i) | Any two from: One person runs the country Power based on military force Misuse of aid funds/Dictators family + friends live in luxury | 2 |
| (ii) | Any two from: Election interference – any eg from document Violence against opponents “Mugabe is our king” | 2 |
| (c) (i) | Level 1: Simple answer which makes a statement with relevance to the question. eg it is unfair because not all votes count | 1 |
| | Level 2: Candidate offers description of the system eg identifies that “First past the post” requires simple majority/indicates difference between simple and overall majority/mentions the concept of wasted votes/. Development or explanation of problems required for top of level. | 2-3 |
| | Level 3: Candidate gives developed description of the system Develops Level 2 but answer indicates more sophisticated understanding eg governments elected by a minority of voters/process is anti democratic/ impact this has on voters/ impact on turnout/damage to the democratic process/cynicism about the democratic process. | 4 |
| (ii) | Level 1: Simple answer which makes a statement with relevance to the question. eg it is fairer because more peoples votes count | 1 |
| | Level 2: Candidate offers description of proportional representation systems eg gives generalised description of principles/votes go to candidate or party voter votes for/all votes’ count/no wasted votes/candidates are elected by a majority vote or specific description of one system/single transferable vote/list system. | 2-3 |
| | Level 3: Candidate gives developed description of proportional representation systems develops Level 2 eg but answer indicates more sophisticated understanding/impact on governments elected/encourages multi party system/coalitions/loss of “strong” government. | 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 you borrow money | 1 |
| | Level 2: More accurate definition eg identifies institutions which offer loans/banks/building societies/repayment periods/interest rates/different types of loans/secured and unsecured/mortgage and personal loan. Detailed description required for top of level. | 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 protecting your house/life/car | 1 |
| | Level 2: More accurate definition eg basis of insurance/ pooling of risk/broad nature of insurance/gives examples/premiums/claims process/compulsory in some cases/motor/mortgage. Detailed description required for top of level. | 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) | Does not cost you anything at all/We do not take any of your money Free home visits | 2 |
| (ii) | Want quick compensation?/ Super fast solicitors – We are the best Get the best team on your side/Super fast solicitors – We are the best (1 only) | 2 |
| (c) (i) | Level 1: Simple answer which makes a statement with relevance to the question. eg more jobs/part time jobs/jobs to suit people | 1 |
| | Level 2: Candidate offers a description of flexible working eg enables more people to work/work at times that are convenient/helps families/child care issues/suits modern lifestyle/more jobs/part time jobs/jobs to suit people. Detailed description required for top of level. | 2-3 |
| | Level 3: Candidate offers description which develops Level 2 and answer indicates more sophisticated understanding eg supportive of modern needs/families/workers/living | 4 |
| (ii) | Level 1: Simple answer which makes a statement with relevance to the question. eg have to work at odd times/split shifts | 1 |
| | Level 2: Candidate offers description of flexible working eg disruptive of family life/disruptive of social life/no need for 24/7 working/exploitation of the workforce/low pay/unsocial hours/split shifts impact on daily life/damaging to society/potential health risks. Development or explanation of disadvantages required for top of level. | 2-3 |
| | Level 3: Candidate offers description which develops Level 2 and answer indicates more sophisticated understanding. | 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 things that can be replaced/recycled | 1 |
| | Level 2: More accurate definition eg natural resources which can be utilised without danger of running out/wind power/ wave power/solar power/water power/managed forests/biomass fuels/impact on natural world/increasing awareness of problem/individual and governmental action. Detailed description required for top of level. | 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 that will run out. | 1 |
| | Level 2: More accurate definition eg natural resources which can be utilised but are finite/use needs to be controlled/oil/coal/ rainforests/biodiversity/mining/fishing/environmental impact of extraction/environmental impact of use. Detailed description required for top of level. | 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) | People lived in small villages/isolated homesteads/most people farmers Life expectancy was rising | 2 |
| (ii) | Crowded and unsanitary living conditions Industrial pollution/breathing related conditions Life expectancy short/infant mortality rising | 2 |
| (c) (i) | Level 1: Simple statement with relevance to the question eg some people get jobs they would not have otherwise. Answers largely dependent on the question. | 1 |
| | Level 2: Candidate identifies and describes advantages eg chooses one group and makes relevant but limited statements about them. Increase in world trade means more jobs and a higher standard of living for workers/poor people get jobs/more opportunity/more choice of products/the environment benefits from cleaner technology. More developed answer required for top of level. | 2-3 |
| | Level 3: Candidate produces a more thorough answer which includes most of the elements of Level 2. | 4 |
| (ii) | Level 1: Simple statement with relevance to the question eg some people get jobs but not much pay. Answers largely dependent on the question. | 1 |
| | Level 2: Candidate identifies and describes advantages eg chooses one group and makes relevant but limited statements about them. Increase in world trade means more exploitation and sweat shop wages for workers/poor people do not share in prosperity/ Opportunity for most is limited/child labour/the environment is exploited. More developed answer required for top of level. | 2-3 |
| | Level 3: Candidate produces a more thorough answer which includes most of the elements of Level 2. | 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 people with very strong religious belief/attitudes | 1 |
| | Level 2: Accurate definition eg based on religious teachings and writings/ directly from God/word of God/must be right/must be obeyed/conflict with other opinions/must convert others. Detailed description required for top of level. | 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 you do not get married/have sex | 1 |
| | Level 2: Accurate definition eg no sexual relationships/ some religions have rules /Roman Catholic priests and Nuns/no marriage/married to God/no sex/reflects life of Jesus. Detailed description required for top of level. | 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) | The number of people who say they believe in God has halved 3 times rise in the number of people who admit they do not believe in God | 2 |
| (ii) | Church attendance is rising in some places Other organisations that have been in decline have come back | 2 |
| (c) (i) | Level 1: Candidate identifies a second world religion and identifies limited/simple differences relating to the issue(s) chosen or candidate chooses one religion and identifies limited/simple differences relating to the issue(s) chosen. | 1-2 |
| | Level 2: Candidate offers a more detailed description of the beliefs of the two religions relating to the issue(s) chosen or candidate offers more detailed description of the different beliefs in one religion relating to the issue(s) chosen. | 3-4 |
| | Level 3: Candidate compares the beliefs of the religions selected both in outline relating to the issue(s) chosen or candidate compares the beliefs of the different groups in the same religion in outline relating to the issue(s) chosen. | 5-6 |
| | Level 4: Candidate achieves a full comparison and includes references to specific beliefs from both religions relating to the issue(s) chosen or candidate achieves a full comparison and includes references to specific beliefs of the different groups in the same religion relating to the issue(s) chosen. | 7-8 |

| Religion | Basic Religious Beliefs | Difference within religions |
|---------------------|---|---|
| Christianity | <p>The basic beliefs are outlined in the Apostles Creed. They believe that Jesus was human and divine at the same time. He was a virgin birth through the intervention of the Holy Spirit.</p> <p>Through his death he showed his willingness to suffer and die for mankind. His death expiated mankind's sins and made eternal salvation a possibility. The festival of Easter commemorates this.</p> | <p>The main differences between Catholics and Protestants are their attitudes towards who runs the church, their forms of worship, and the sacraments. They disagree about what happens in Holy Communion and how important the Virgin Mary is.</p> <p>It is impossible to ignore the differences. However they all share the same basic beliefs and try to live to the ideals of Jesus. The differences are important but may not be bad as long as people talk to each other.</p> |
| Islam | <p>Muslims believe Allah</p> <ul style="list-style-type: none"> • is the creator • is one (Tawhid) • cannot be thought of as human • is the supreme being • is not comparable to anything <p>To deny Allah is supreme is the worst sin in Islam (Shirk)</p> <p>The 5 pillars of Islam are:</p> <ul style="list-style-type: none"> • Shahadah – declaration of faith • Salah – duty of prayer • Zakah – giving to charity • Sawm – fasting • Hajj – pilgrimage <p>The 5 pillars are a guide to Muslim life helping them to know and be close to Allah.</p> | <p>After Muhammad died the Muslim community was divided by argument over who should lead them and how their leaders should be chosen. Sunni Muslims feel their leaders should be elected by the majority, Shi'ite Muslims believe their leaders should be descended from Muhammad.</p> <p>Islam teaches that Allah gives people free will so individuals must decide their own beliefs.</p> <p>Islam is changing and developing all the time so it is impossible for all Muslims to agree.</p> <p>There are so many Muslims that it would be very hard for them all to have the same beliefs.</p> |

| Question | Section B: Question 5 Issues of Health and Welfare | Mark |
|-----------|--|------|
| 5 (a) (i) | Many incidents go unreported and so will not be included in these figures (AO2) | 1 |
| (ii) | It is a requirement of the Safety at Work Regulations/To ensure the safety of the workforce (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 it is easy to make mistakes if you are not sure what you are doing/young workers are no worse than other workers | 1-2 |
| | Level 2: Candidate makes a valid, but limited explanation of arguments for or against the question eg for /employers put young workers at risk/not really concerned about the worker but profits/ training costs time and money/risk could be cut with supervision/employers have responsibility/is it enforced/role of HSE/statistics show risks/underreporting is widespread/ against / young workers do mess about/ put themselves in danger/plenty of safeguards built in but ignored/employer takes seriously because of HSE sanctions. | 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/it is impossible to make an entirely risk free environment/work is being done on risk education/HSE works pro-actively with employers/risk needs to be managed. | 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) | Poor training/Lack of equipment at home. Improve skills Specialise/do medical research Improved standard of living (AO2) | 1 |
| (ii) | If they want to come Britain cannot legally stop them (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 it causes problems in Africa and Asia/they learn skills which help when they go home | 1-2 |
| | Level 2: Candidate makes a valid, but limited explanation of arguments for or against the question eg for - money earned helps to get rid of poverty/it is personal choice/people have the right to be economic migrants/allows to specialise/training at home difficult/skills can be valuable when return home/ against - expensive to train/health care unavailable in Africa and Asia/causes loss of life/statistics show problem/not just doctors/nurses/pharmacists/not actively recruited by Britain. | 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 limited benefits arising from migration can possibly outweigh the problem of collapsing health systems in poorer countries/moral question of rich countries poaching from poor/donations are conscience money | 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 |

1939/02 Paper 2

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.
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- 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: Section A Question 5, Section B Question 6 and Section C Questions 12 and 13. 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 | N/A | Questions 1 – 5: 16 of the 50 marks awarded |
| Section B | Questions 6: 10 of the 50 marks awarded | N/A |
| Section C | N/A | Questions 7 - 13: 24 of the 50 marks awarded |
| Overall | 10 marks of the 50 awarded. Reduced to 5% of the total grade by weighting. | 40 marks of the 50 awarded. Reduced to 20% of the total grade by weighting. |

Section A

(Assessment Objective 2, 16 Marks)

| Question | | Mark |
|----------|--|----------------------------------|
| 1 | 25 years | 1 |
| 2 | 4 years | 1 |
| 3 | <p>Level 1: Candidate makes a general but unexplained statement about the need to select a sample.</p> <p>Level 2: Candidate makes a developed statement about the nature of the selected sample and/or the reason it was necessary. eg the nurses all worked on relevant hospital wards/because they worked with the patients affected</p> | <p>1</p> <p>2-3</p> |
| 4 | <p>Level 1: Candidate makes a general but unexplained statement about attitudes to the Welfare State from the Conservative Party to demonstrate agreement/disagreement eg they think it needs to change. Not essential to state Conservatives.</p> <p>Level 2: Candidate makes a general statement about the attitudes of the Conservative Party - including reference to specific points for top of level eg greater choice delivers better quality/private sector has a role/different ways of managing and delivering/reform of tax and welfare system. Direct reference to Conservative Party for top of level.</p> <p>Level 3: Candidate makes a developed statement about the Conservative Party to demonstrate clear understanding about the lack of agreement with the 1945 model. A detailed analysis for top of level. eg as Level 2 but additionally identifies why reform is needed - only free enterprise can create wealth needed and/or how it is to be achieved - by persuasion.</p> | <p>1</p> <p>2-3</p> <p>4-5</p> |
| 5 | <p>Level 1: Candidate makes a general response why the statement may be true or false. eg The Conservatives say so in Document C/things must have changed over 60 years/the ideas in Document A are still working</p> <p>Level 2: Candidate offers a developed response to either support or contradict the statement. Evidence from the documents offered to gain top mark at this level eg either for/Document A/lists how things have changed/the cost is too high to paid for out of taxation plus insurance/people are living longer/there are more and more expensive treatments. Document B/suggests something needs to be done/it is one up to date example of the failings/leads to cost implications/causes risks to patients/complications with operations or against Document C/only makes statements/it does not offer any evidence/its only from a politician/there is no proof that wealth generated by free enterprise would be spent on the Welfare State.</p> <p>Level 3: Candidate offers a developed response to both support and contradict clearly citing from the documents. To gain a top mark at this level the candidate should refer to the strengths and weaknesses of the documents eg As Level 2 - but uses all three Documents to produce a balanced response.</p> | <p>1-2</p> <p>3-4</p> <p>5-6</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 the future of the Welfare State.</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>Level 1: Candidate identifies general problems involved in interviewing people eg 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> <p>1-2</p> <p>3-4</p> <p>5</p> |
| | Total Marks: | 10 |

Section C

(Assessment Objective 2, 24 Marks)

| Question | Mark | |
|----------|---|-----|
| 7 | 5% below 1990 levels | 1 |
| 8 | 10% above 1990 levels | 1 |
| 9 | Because the report comes from evidence presented by scientists | 1 |
| 10 | Rising concentrations of greenhouse gases | 1 |
| 11 | Level 1: Simple statement eg yes because of the cuts agreed at Kyoto/yes it is about cutting greenhouse gasses | 1 |
| | Level 2: As Level 1 but uses the document to demonstrate that countries are having difficulty meeting the targets agreed eg identifies the level of cuts agreed to/ identifies the likely shortfall | 2-3 |
| | Level 3: As Level 2 but also uses the UN estimate of a 10% rise by 2010 to give direct support to the report headlines | 4 |
| 12 | Level 1: Candidate uses information in document F to respond to the question eg refers to statements made/faulty computer models/2 billion people need electricity/predictions of warming /other consequences | 1-2 |
| | Level 2: Candidate offers simple explanation as to why information is or is not useful: eg it explains where the mistakes in the evidence are/ it is correct that poor people need energy/trying to stop this won't work/temperature rise is less than predicted/throws doubt on prediction/sea level has not risen as predicted/other consequences seem to be made up | 3-4 |
| | Level 3: Candidate clearly identifies the limitations of relying on one account eg questions reliability of document/links to responsibility of author/ document is not report from scientist/author is a business man/challenges the statements/challenges the lack of supportive evidence/quotes from document | 5-6 |
| 13 | Level 1: Candidate offers a rudimentary answer that either agrees or disagrees with the statement e. g. either Documents D and/or E prove that Kyoto is necessary or Document F proves that Kyoto is wrong. Some reference to what the document/s say for top of level. | 1-2 |
| | Level 2: Candidate agrees or disagrees with the statement and offers some evidence from the sources to back up conclusions eg either candidate draws information from Documents D and E to offer a rationale for disagreeing with the statement – obviously a need to cut greenhouse gasses/Kyoto at least an attempt/may not be totally successful but is better than nothing or candidate draws information from Document F to agree with the statement – the solution is worse than the problem/ the need for the solution is not proved. | 3-4 |
| | Level 3: Candidate agrees and disagrees with the statement and offers some evidence from the sources to back up conclusions eg candidate offers elements of both parts of Level 2 with some support from the document. Document D tries to quantify the amount needed to stop global warming/Document F disagrees but with no valid support | 5-6 |
| | Level 4: Candidate agrees and disagrees with the statement and offers detailed evidence from the sources to back up conclusions eg as Level 3 with clear reference to Documents to support arguments for and against the statement. Quotes from documents are used to support statements in context | 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 eg Disagrees with the statement because the information provided is much stronger in support of Kyoto than against. | 9-10 |
| | Total Mark: | 24 |

Grade Thresholds

General Certificate of Secondary Education
Humanities (Specification Code 1939)
June 2008 Examination Series

Component Threshold Marks

| Component | Max Mark | A | B | C | D | E | F | G |
|-----------|----------|----|----|----|----|----|----|----|
| 01 | 100 | 60 | 51 | 43 | 35 | 27 | 18 | 10 |
| 02 | 50 | 33 | 28 | 23 | 19 | 14 | 10 | 6 |
| 03 | 50 | 42 | 34 | 27 | 20 | 14 | 8 | 2 |

Specification Options

Overall

| | Max Mark | A* | A | B | C | D | E | F | G |
|--------------------------------|----------|-----|-----|------|------|------|------|------|------|
| Overall Threshold Marks | 200 | 144 | 127 | 110 | 93 | 74 | 55 | 36 | 17 |
| Percentage in Grade | | 2.9 | 6.9 | 15.3 | 21.5 | 21.5 | 15.5 | 12.0 | 4.0 |
| Cumulative Percentage in Grade | | 2.9 | 9.8 | 25.1 | 46.6 | 68.1 | 83.6 | 95.6 | 99.6 |

The total entry for the examination was 1730.

Statistics are correct at the time of publication.

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