

Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

HUMANITIES
PAPER 1

1939/1

Specimen Paper 2003

Additional materials: Answer booklet

TIME 2 hours

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer booklet.
- Answer **both** sections.
- Answer **all** the questions in Section A.
- Answer **one** question in Section B.
- Study the sources and questions carefully before starting to write. You are advised to spend at least ten minutes doing this.
- Write your answers in blue or black ink on the separate answer booklet provided.
- Number your answers clearly.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 100.
- This paper includes marks for the quality of written communication. These will be awarded in your answers to the following questions: 1c, 2c, 3c, 4c and 5b or 6b.

SECTION A

Answer **all** the questions in this section.

Question 1: Issues of Citizenship

(a) Using examples from your studies, state what you understand by the following terms:

(i) democracy; [4]

(ii) Parliament. [4]

(b) Study Document A and answer the questions that follow.

Document A

Features of criminal **or** civil law

- Cases are often investigated by the police
- Offences include libel and slander
- Cases are heard in the Crown court
- Damages are paid to the “winners” by the “losers”
- The police usually have no part to play
- The Crown takes part in the prosecution

(i) State **two** features of criminal law from Document A. [2]

(ii) State **two** features of civil law from Document A. [2]

(c) A person’s human rights can be put under threat in different ways. Sometimes people can be discriminated against because of their age, gender, disability, race or religion.

Using examples from your studies, explain what can be done to protect human rights by:

(i) individuals and groups; [4]

(ii) Governments and international organisations. [4]

[Total: 20]

Question 2: Economic and Industrial Issues

- (a) Using examples from your studies, state what you understand by the following terms:
- (i) trade union; [4]
 - (ii) shareholder. [4]
- (b) There are different types of economic activity or industry in Britain.
- (i) State **one** example of primary industry. [1]
 - (ii) State **one** example of secondary industry. [1]
 - (iii) State **one** example of tertiary industry. [1]
- (c) In the last 20 years, there have been many changes in the workplace. Some of these changes have been caused by changes in technology. Other changes in the workplace have happened because of changes in customer demand or the need to reduce costs.
- Using examples from your studies:
- (i) state **one** important change in the workplace over the last 20 years; [1]
 - (ii) describe the effects of that change for different groups in the workforce. [8]

[Total: 20]

Question 3: Environmental Issues

(a) Using examples from your studies, state what you understand by the following terms:

(i) quality of life; [4]

(ii) interdependence. [4]

(b) Study Document B and answer the questions that follow.

Document B

Important Environmental Issues

- Overfishing
- Recycling
- Increasing use of motor vehicles
- Drought
- Sea levels rising
- Increasing use of dishwashers, tumble dryers and air conditioning

(i) State **two** causes of global warming from Document B. [2]

(ii) State **two** effects of global warming from Document B. [2]

(c) There has been a lot of talk recently about *sustainable development*. Sustainable development means that we should make sure that the way we live today does not spoil the lives of people in the future.

Using examples from your studies, explain what can be done to encourage sustainable development by:

(i) individuals and groups; [4]

(ii) businesses **or** local and national governments **or** international organisations. [4]

[Total: 20]

Question 4: Religious and Moral Issues

(a) Using examples from your studies, state the purpose of the following religious ceremonies:

(i) baptism; [4]

(ii) marriage. [4]

(b) Study Document C and answer the questions that follow.

Document C

A list of religious beliefs

- There are many important Gods
- Jesus was an important person but not the son of God
- The world was created by God
- There is only one God
- After death, people and animals return to life in another form

(i) State **two** Christian beliefs from Document C. [2]

(ii) State **two** Christian beliefs not included in Document C. [2]

(c) Religious groups have strongly held beliefs about important moral issues such as abortion, euthanasia, capital punishment, human rights or care for the environment.

Compare the beliefs of Christians and **one** other religious group on **one** moral issue of your choice.

In your answer:

- use examples from your studies;
- explain why the beliefs are held with reference to particular teachings or extracts from holy scripture.

[8]

[Total: 20]

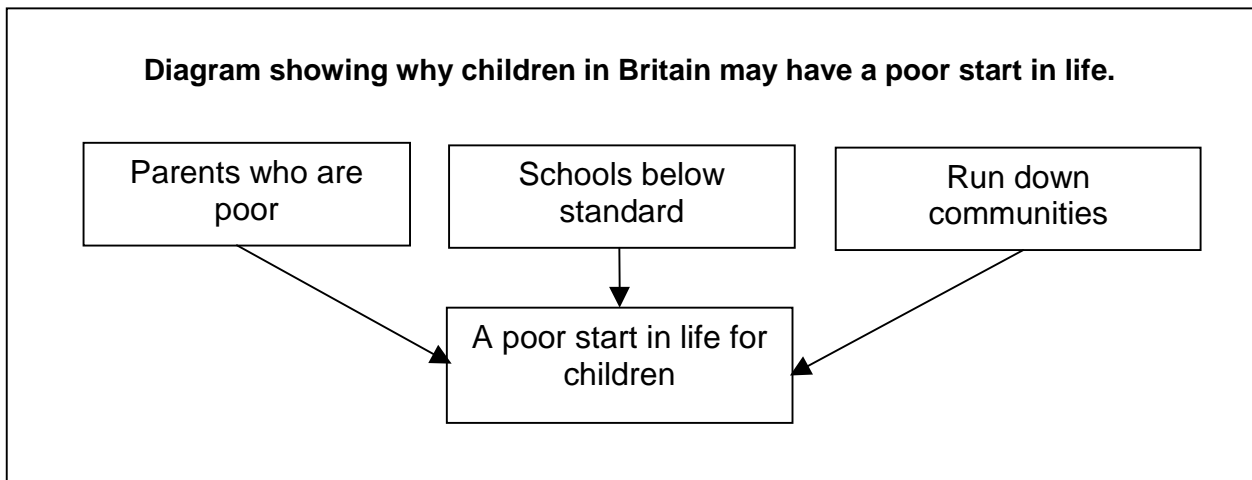
SECTION B

Answer **either** Question 5 **or** Question 6.

Question 5: Issues of Health and Welfare

Study Documents D, E and F and answer the questions that follow.

Document D

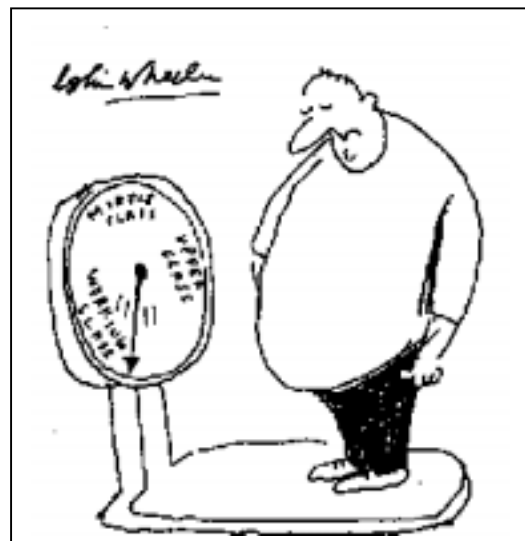


Document E

Being overweight is linked to poverty

A government survey of 16,000 adults and 4,000 children has found that working class people are more likely to be overweight. They also have higher blood pressure than their wealthier neighbours.

People living in run down urban areas, mainly in the north, suffer from illness the most. The average blood pressure of adults fell between 1991 and 1996 but working-class women suffer from higher blood pressure than wealthier women.



(Extract and cartoon from The Independent, 13/01/1998)

Document F

Percentage (%) of households in which there is ownership of particular goods.

Goods Owned	May 1979	May 1989	May 1999
Cars	60	68	70
Houses	52	66	68
Telephones	75	88	93
Colour Televisions	74	95	98
Washing Machines	74	87	91
Videos	-	60	82
Computers	-	10	27
CD Players	-	15	58

(Source: Institute of Management/Remuneration Economics,
The Independent, 13/01/1998)

- (a) (i) State a cause of being poor that is mentioned in Document D. [1]
- (ii) State which document shows that people in Britain are becoming more wealthy. [1]

- (b) 'Real poverty no longer exists for most people in Britain. It is a thing of the past.'
Do you agree? Explain your answer using information from Documents D, E and F as well as from your own studies.

In your answer, you could refer to:

- absolute or primary poverty;
- relative poverty;
- standard of living;
- quality of life;
- state welfare and the National Health Service.

[18]

[Total: 20]

Question 6: Issues of Health and Welfare

Study Documents G, H and I and answer the questions that follow.

Document G

Repetitive strain is for real

A Sevenoaks doctor, Dr. Lynn, has found that repetitive strain injury (RSI) is a real medical condition.

Dr Lynn's findings are:

Using a computer keyboard for a long time can lead to nerve damage.

200,000 workers a year may suffer from repetitive strain injury (RSI) as a result of using computer keyboards.

Computer users should take a break every 30 minutes.

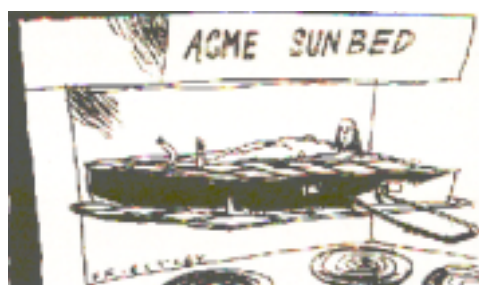
(Based on an extract from The Sevenoaks Chronicle, 19/02/1998)

Document H

Sunbeds more dangerous than Sun

Sunbeds give off three times as many harmful rays as the sun itself. People who use sunbeds are at risk of skin cancer and skin damage, the Imperial Cancer Research Fund warned yesterday. But more women than men are suffering from what the charity calls "tanorexia" – the wish to have a permanent tan and use sunbeds more than once a week.

There is growing evidence that too much sunbed use can cause skin cancer. It also damages the middle layer of skin causing lines, wrinkles and sagging.



(Extract and cartoon from The Independent, 13/01/1998)

Document I

Selected causes of death (%) of males and females, United Kingdom, 1997.

	Circulatory diseases	Cancer	Respiratory diseases	Injury and poisoning	Infectious diseases
Males	41	27	15	4	1
Females	41	23	17	2	1

(Source: HMSO: Social Trends, 1999)

(a) Documents G, H and I all show threats to our health.

(i) State the threat to our health shown in the cartoon as part of Document H. [1]

(ii) State a threat to our health connected with the workplace. [1]

(b) 'People should take much more care of themselves. Most illnesses in the United Kingdom are caused by the way people choose to live. If people chose a healthier lifestyle, we could save millions on doctors and hospitals'.

Do you agree? Explain your answer using information from Documents G, H and I as well as from your own studies.

In your answer, you could refer to:

- risks to health and main causes of death in the United Kingdom;
- diet and exercise;
- diseases linked to the way people live in a more economically developed country;
- the causes of stress and its management;
- the effects of toxic substances on health.

[18]

[Total: 20]



Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

HUMANITIES
PAPER 1

1939/1

MARK SCHEME

Specimen Paper 2003

Marks for the quality of written communication

The quality of written communication covers clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. It is an integral part of Assessment Objective 1.

Examiners should focus on candidates' responses to the longer answers in both sections of this Paper (Questions 1c, 2c, 3c, 4c and 5b or 6b). These questions provide candidates with the opportunity to write in detail to demonstrate their knowledge and understanding of the specification content (AO1).

Once candidates' responses have been placed within a level indicated by the mark scheme, the quality of written communication should be taken into account to determine the number of marks awarded within that level.

SECTION A

(Assessment Objective 1, 40 Marks)

Question		Mark
1 (a) (i)	Level 1: Accurate simple definition e.g. Government elected by the people, together with a simple example.	1-2
	Level 2: Accurate more complex definition identifying more than one aspect of democracy with appropriate examples or references from studies.	3-4
(ii)	Level 1: Accurate simple definition e.g. body of elected representatives, together with a simple example.	1-2
	Level 2: Accurate more complex definition identifying aspects of a parliament's membership and function with appropriate examples or references from studies.	3-4
(b) (i)	Any two of: <ul style="list-style-type: none"> • Cases are often investigated by the police. • The Crown takes part in the prosecution. • Cases are heard in a Crown court. 	2
	(ii) Any two of: <ul style="list-style-type: none"> • Offences include libel and slander. • Damages are paid to the "winners" by the "losers". • The police usually have no part to play. 	2
(c) (i)	Level 1: Candidate offers a general assertion about individual and/or group actions.	1-2
	Level 2: Candidate gives specific examples of effective personal and group actions to protect human rights.	3-4
(ii)	Level 1: Candidate offers a general assertion about governmental and/or international actions.	1-2
	Level 2: Candidate offers particular and appropriate suggestions related to governmental and international action e.g. education, military intervention, legal protection, charters.	3-4

Total: 20

Question		Mark
2 (a) (i)	Level 1: Accurate simple definition e.g. organisation of workers, together with a simple example.	1-2
	Level 2: Accurate more complex definition identifying both the nature and purposes of a trade union, together with appropriate examples or references from studies.	3-4
(ii)	Level 1: Accurate simple definition e.g. a person who has shares in a business, together with a simple example.	1-2
	Level 2: Accurate more complex definition e.g. a person or institution who invests in a business in return for a share of the profits or the hope of a capital gain, together with appropriate examples or references from studies.	3-4
(b) (i)	One example of primary industry e.g. farming, mining.	1
(ii)	One example of secondary industry e.g. type of manufacturing.	1
(iii)	One example of tertiary industry e.g. type of services/sales.	1
(c) (i)	One important change in the workplace identified correctly.	1
(ii)	Level 1: Candidate offers a general statement or value judgement about an effect of the change on the workforce.	1-2
	Level 2: Candidate mentions particular effects on the workforce, drawing examples from their studies.	3-4
	Level 3: Candidate differentiates between groups in the workforce who will have been affected in different ways by the change, drawing suitable examples from their studies.	5-6
	Level 4: Candidate gives specific examples of effects on different groups in the workforce and is able to assess both the positive and negative consequences of the change.	7-8

Total: 20

Question		Mark
3 (a) (i)	Level 1: Accurate simple definition e.g. related to health/happiness, together with a simple example.	1-2
	Level 2: Accurate more complex definition e.g. definition related to health, happiness, human rights and access to education rather than wealth as measured by GDP, together with appropriate detail/examples from studies.	3-4
(ii)	Level 1: Accurate simple definition e.g. links between living things, or countries, together with a simple example.	1-2
	Level 2: Accurate more complex definition e.g. linked to the mutual reliance of all species in an ecosystem or the trade links between countries or the co-operation between people in various contexts, together with appropriate detail/examples from studies.	3-4
(b) (i)	Increasing use of motor vehicles.	1
	Increasing use of dishwashers, tumble dryers and air conditioning.	1
(ii)	Sea levels rising.	1
	Drought.	1
(c) (i)	Level 1: Candidate offers a general assertion about individual and/or group actions.	1-2
	Level 2: Candidate gives specific examples of effective personal and group actions to encourage sustainability.	3-4
(ii)	Level 1: Candidate offers a general assertion about governmental and/or international actions.	1-2
	Level 2: Candidate offers particular and appropriate suggestions related to governmental and international action e.g. education, legal protection for environments, taxes on polluters, grants for specific projects, charters.	3-4

Total: 20

Question		Mark
4 (a) (i)	Level 1: Accurate simple definition e.g. linked to what happens and who is Involved, together with a simple example.	1-2
	Level 2: Accurate more complex definition that includes the significance of baptism in conferring membership of a religious group, cleansing, linking with God, etc, together with appropriate detail/examples from studies.	3-4
(ii)	Level 1: Accurate simple definition e.g. linked to what happens and who is involved, together with a simple example.	1-2
	Level 2: Accurate more complex definition that includes the significance of marriage in bringing two people together publicly and in the eyes of God to recognise a lasting bond between them, together with appropriate detail/examples from studies.	3-4
(b) (i)	The world was created by God.	1
	There is only one God.	1
(ii)	Any two appropriate Christian beliefs (one mark each).	2
(c)	Level 1: Candidate offers an example of one or more basic religious positions e.g. for or against the practice 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 issue. There is some simple identification of differences.	3-4
	Level 3: Candidate compares the positions of the religious groups on the moral issue including why the beliefs are held, linking it to the faith or doctrine of 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

Total: 20

Total for Section A: 80

SECTION B

(Assessment Objective 1, 10 Marks)

(Assessment Objective 2, 10 Marks)

Question		Mark
5 (a) (i)	Having poor parents OR attending a school below standard OR living in a run down community. (AO2)	1
(ii)	Document F. (AO2)	1
(b)	In this answer, there are eight marks for AO2. These should be awarded as follows: Level 1: Candidate uses the documents implicitly to help construct their answer.	1-2
	Level 2: Candidate refers to some information from the documents to support their answer.	3-4
	Level 3: Candidate draws relevant information accurately from the documents, linking it as evidence to particular parts of their answer.	5-6
	Level 4: Candidate draws relevant information accurately from the documents and their own studies and applies it to the question in particular parts of their answer.	7-8
	In this answer, there are ten marks for AO1. These should be awarded as follows: Level 1: Candidate offers a general assertion in relation to the statement either agreeing or disagreeing with it.	1-2
	Level 2: Candidate makes a valid, but limited explanation of arguments for or against the statement.	3-4
	Level 3: Candidate makes a valid, but limited explanation of arguments for or against the statement but also demonstrates a clear understanding of the different definitions of poverty.	5-6
	Level 4: Candidate agrees or disagrees with the statement but, in addition, shows an understanding about why a person might take the counter view and in doing so demonstrates a clear understanding of the different definitions of poverty.	7-8
	Level 5: As for level 4 above but candidate gives specific examples of the different groups affected by poverty in Britain and shows that the answer to the response to the statement may depend on which group of people is under consideration.	9-10

Total: 20

Question		Mark
6 (a) (i)	UV rays or sunbeds. (AO2)	1
(ii)	Repetitive Strain Injury, computer screens, VDUs (any one). (AO2)	1
(b)	In this answer, there are eight marks for AO2. These should be awarded as follows: Level 1: Candidate uses the documents implicitly to help construct their answer.	1-2
	Level 2: Candidate refers to some information from the documents to support their answer.	3-4
	Level 3: Candidate draws relevant information accurately from the documents, linking it as evidence to particular parts of their answer.	5-6
	Level 4: Candidate draws relevant information accurately from the documents and their own studies and applies it to the question in particular parts of their answer.	7-8
	In this answer, there are ten marks for AO1. These should be awarded as follows: Level 1: Candidate offers a general assertion in relation to the statement either agreeing or disagreeing with it.	1-2
	Level 2: Candidate makes a valid, but limited explanation of arguments for or against the statement.	3-4
	Level 3: Candidate makes a valid, but limited explanation of arguments for or against the statement but also demonstrates a clear understanding of the different types of illness.	5-6
	Level 4: Candidate agrees or disagrees with the statement but, in addition, shows an understanding about why a person might take the counter view and in doing so demonstrates a clear understanding of the different definitions of illness and their link to lifestyle.	7-8
	Level 5: As for level 4 above but candidate gives specific examples of the different groups affected by illness in Britain and shows that the answer to the response to the statement may depend on which group of people is under consideration e.g. some groups such as elderly people on basic pensions may have limited choices about their lifestyle.	9-10

Total: 20

Total for Section B: 20

Total mark available: 100