

Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

HUMANITIES
PAPER 2

1939/2

Specimen Paper 2003

Additional materials: Answer booklet

TIME 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer booklet.
- Answer **all** the sections.
- Answer **all** the questions.
- Write your answers in blue or black ink on the separate answer booklet provided.
- Read each question carefully and make sure you know what to do before starting your answer.

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 50.
- The paper includes marks for the quality of written communication. These will be awarded for your answers to the following questions:

Section A Question (a) (ii)
Section B Question (a)
Section C Questions (a) (iv) and (b).

SECTION A

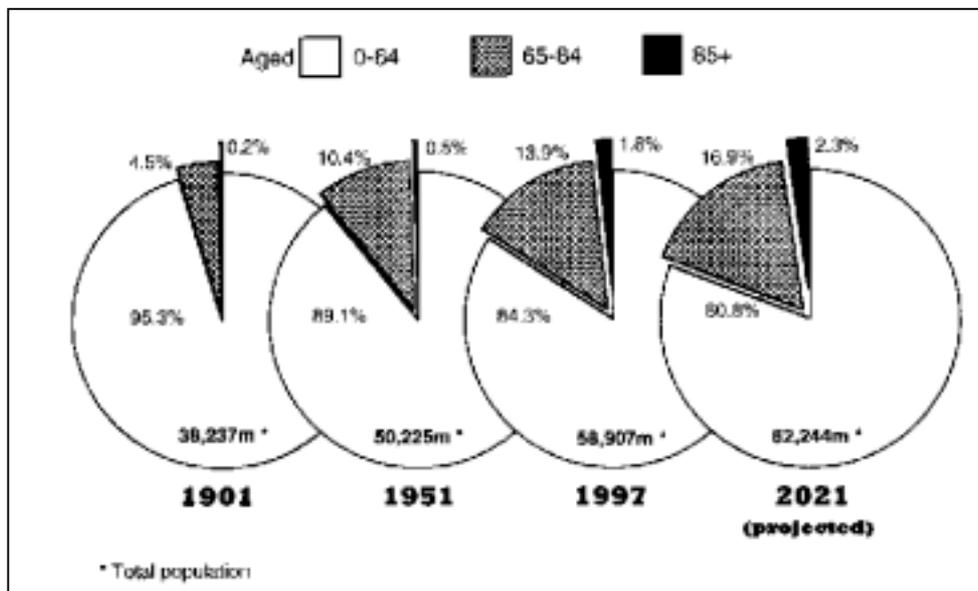
Answer **all** the questions in this section.

Analyse and Interpret Different Types of Evidence

Study Documents A and B and answer the questions that follow.

Document A

Age Structure of the UK Population, 1901-2021



(Source: *Annual Abstract of Statistics 1999*, Graphics from CAREL PRESS: *Fact File 2000*)

Document B

Basic Pension Rate, Value and Proportion of Average Earnings, United Kingdom, 1978-1998

	Rate of basic state retirement pension for married couple - £ per week	Real value of retirement pension in £ per week at April 1998 prices	Value of the pension as a proportion (%) of average earnings
1978	£31.20	£98.83	37.1%
1988	£65.90	£101.28	30.1%
1998	£103.40	£103.40	26.9%

(Source: DEPARTMENT OF HEALTH AND SOCIAL SECURITY, 1999)

- (a) (i) State the proportion of the total population who were aged between 65 and 84 in 1997. [1]
- (ii) Describe the changes in the age structure of the UK population between 1901 and 1997. Also describe what is likely to happen by 2021. [10]
- (b) State the real value of the retirement pension (at April 1998 prices) in 1978. [1]

Study Documents C and D and answer the questions that follow.

Document C

Extract from Newspaper Report

Living to be 100? It is nearly all in the mind

By David Fletcher, Health Correspondent

‘Taking regular exercise and keeping the mind active help people to live to be 100 years old.

A report based on interviews with 100 people aged 100+ shows that they are a friendly group who like to think for themselves. They are sometimes held back by difficulty in hearing or seeing but are still interested in daily events.

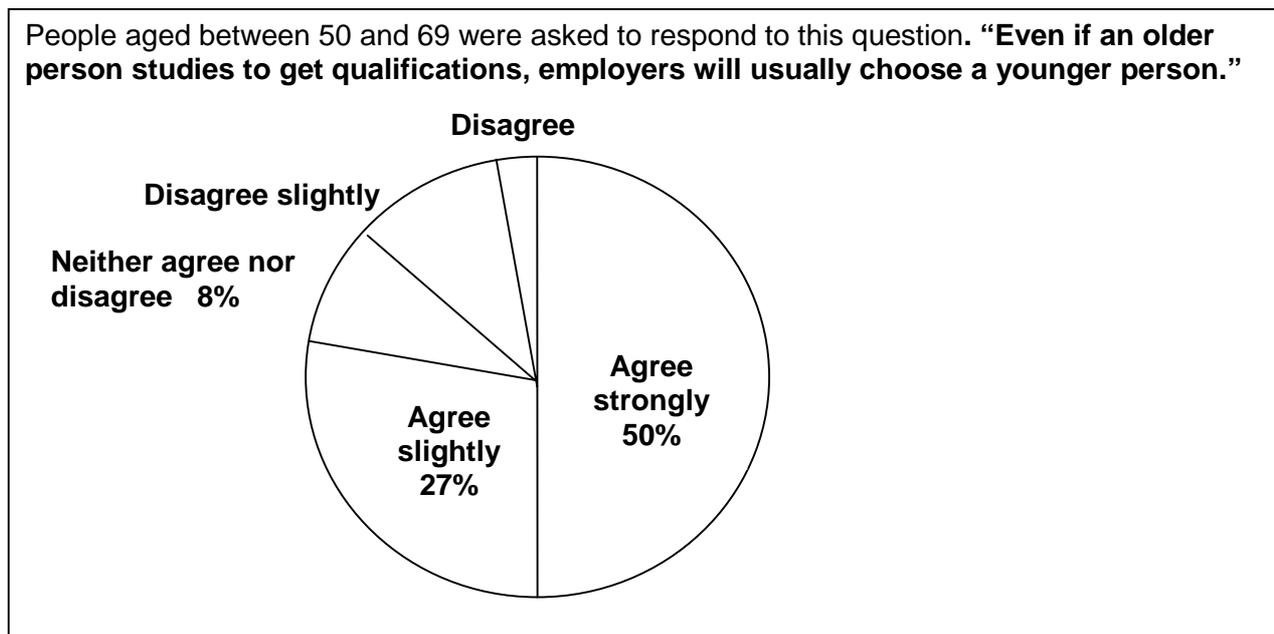
75% drank alcohol – some in the past and some continued to do so – and even more men had smoked.

The report found no single answer to the secret of long life. Eating good, natural food was often mentioned. The report states that, “Those who keep interested in life and the events around them are happiest. They have a positive outlook on life which can be called upon whenever they are feeling low.”

(Source: The Daily Telegraph, 19/06/1997)

Document D

Older People's Views on Age Discrimination, United Kingdom, 1998



(Source:DfEE: National Adult Learning Survey, 1998)

- (c) State **two** things people need to enjoy a long and happy life. [2]
- (d) State **two** pieces of information Document D provides about age discrimination in the United Kingdom. [2]

[Total: 16]

SECTION B

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

Knowledge and Understanding of Different Research Methodologies

Study Documents A, B, C and D from Section A to help you with this question.

- (a)** You have been asked to carry out some research to find out whether people aged over 65 remain active as members of their community.

Plan a research strategy in which you describe:

- the ways in which you would measure “community activity”;
- the research methods you would use;
- how you would make sure your research was valid and reliable.

[Total: 10]

SECTION C

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

Assess the Reliability and Utility of Evidence and Reach Reasoned Conclusions

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

Document E

An extract from the Environment Policy of B&Q (the Do It Yourself (DIY) company). Most of its stores are in out-of-town shopping centres.

Being a good neighbour

We can reduce the damage our stores do to the environment by working with local communities and with local authorities on Local Agenda 21.

We have a plan at each of our stores to reduce harm to the environment

We recycle our cardboard packing cases and wooden pallets, saving £500,000 a year.

We use a computer to control the energy used in our stores.

(Source: B&Q, Website accessed on 21/04/2000)

Document F

An extract from a GCSE Geography textbook.

Out-of-town locations have many advantages to the developers of business parks, shopping centres and industrial estates:

- plenty of space for large superstores, single-story factories and car parks;
- cheaper land than in urban locations;
- access to motorways and airports;
- open space, pleasant countryside;
- cleaner, less congested environment.

However, it is now clear that these developments bring disadvantages too:

- increasing urban sprawl;
- loss of farmland and public open space;
- loss of trade in town centres;
- increasing pollution and traffic congestion.

(Source: BOWEN.A and PALLISTER J.: Understanding GCSE Geography, 1999)

Document G

An extract from a letter to Ethical Consumer, a magazine for people who support sustainable development.

Dear Sir or Madam,

Ikea has opened its latest furniture store at Thurrock Lakeside in Essex. Its television adverts show people throwing their old chairs and tables into skips to replace them with products from Ikea. It has sent a free catalogue to thousands of homes near its store but it refuses to offer mail order or Internet shopping.

By giving its customers no choice except to visit its stores in person and then not offering a proper delivery service, it is causing thousands of long-distance car journeys.

Similar problems are caused by other DIY stores and supermarkets. They actively encourage waste and damage to the environment as well as putting our town centres out of business.

I would be most interested to hear your response on this issue.

Mr. PM, London

'Ikea is a member of Natural Step, one of the industry's leading sustainability organisations. Perhaps the Natural Step business review process will also help to highlight this problem.' Editor.

(Source: ETHICAL CONSUMER, February 1997)

- (a) (i) State which of the three documents is a secondary source. [1]
- (ii) State which of the three documents gives the most reliable information on the effect of out-of-town shopping centres on the environment and give the reason for your choice. [2]
- (iii) Document E states that B&Q is a "good neighbour" and friendly to the environment. State **three** pieces of evidence you would need before deciding whether this claim is true. [3]
- (iv) Explain what use Document G would be to someone researching the effects of shopping centres on the environment. [8]
- (b) "In the end, big businesses do not care for the environment."
Using sources E, F and G as evidence, explain to what extent they support this view. [10]

[Total: 24]



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MARK SCHEME

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Marks for the quality of written communication

The quality of written communication covers quality of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. It is an integral part of Assessment Objectives 1 and 2.

Examiners should focus on candidates' responses to the longer answers: Section A (Question (a) (ii)), Section B (Question (a)) and Section C (Questions (a) (iv) and (b)) of this paper.

In Sections A and C, candidates have the opportunity to write in detail to demonstrate their ability to reach and communicate reasoned conclusions (AO2).

In Section B, candidates have 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 2, 16 Marks)

Question		Mark
(a) (i)	13.9%.	1
(ii)	Level 1: Candidate identifies a growth in the proportion of elderly people.	1-2
	Level 2: Candidate identifies a growth in the proportion of elderly people with reference to some particular and relevant information from the charts.	3-4
	Level 3: Candidate identifies a growth in the proportion of elderly people and supports this with reference to some accurate figures or dates.	5-6
	Level 4: Candidate clearly describes the growth in the proportion of elderly people and supports this with reference to accurate figures taken from all pie charts including that for 2021; this with reference to accurate figures taken from all pie charts.	7-8
	Level 5: Candidate clearly describes the growth in the proportion of elderly people as increasing and supports this with reference to accurate figures taken from all pie charts. A distinction is made between people aged 65+ and 85.	9-10
(b)	£98.83.	1
(c)	Regular exercise, an active mind, good food. Any two , one mark each.	2
(d)	Old people believe they are discriminated against, there are seen to be particular problems in employment, not all old people agree that they are being discriminated against. Any two , one mark each.	2

Total: 16

SECTION B

(Assessment Objective 1, 10 Marks)

Question		Mark
(a)	Level 1: Candidate offers some ideas in outline.	1-2
	Level 2: Candidate identifies a relevant research method and offers a brief description of how it might be employed.	3-4
	Level 3: Candidate identifies a relevant research method and suggests appropriate ways of measuring community activity through involvement in the economy, education, politics, etc.	5-6
	Level 4: Candidate describes relevant research methods and suggests appropriate ways of measuring community activity through involvement in the economy, education, politics, etc. Candidate also identifies ways of increasing the reliability of the research through proper sampling and other controls on variables.	7-8
	Level 5: Candidate describes relevant research methods and suggests appropriate ways of measuring community activity through involvement in the economy, education, politics, etc. Candidate also identifies ways of increasing the reliability of the research through proper sampling, triangulation and other controls on variables and suggests ways of increasing validity by making sure that issues are explored in depth that are relevant to the elderly.	9-10

Total: 10

SECTION C

(Assessment Objective 2, 24 Marks)

Question		Mark
(a) (i)	Document F.	1
(ii)	The extract from the GCSE textbook. Candidate refers to the possible bias of the other two sources.	1 1
(iii)	Reference to any three relevant indicators e.g. delivery to customers, purchasing policy, equal opportunities, etc (one mark each).	3
(iv)	Level 1: Candidate uses information from Document G to respond to the question.	1-2
	Level 2: Candidate offers a simple explanation in which some information relevant to the environmental effects of out of town shopping centres is given from Document G.	3-4
	Level 3: Candidate offers a convincing explanation in which the usefulness of Document G to a researcher is properly understood. They should include one or more of the following points in their response: <ul style="list-style-type: none"> • Provides useful insight to issues. • Indicates that some people have very strong feelings. • Shows that a company belonging to a sustainability organisation may not act sustainably. 	5-6
	Level 4: Candidate offers a detailed and relevant explanation in which the usefulness of Document G to a researcher is well understood. They should include all of the following points in their response: <ul style="list-style-type: none"> • Provides useful insight to issues. • Indicates that some people have very strong feelings. • Shows that a company belonging to a sustainability organisation may not act sustainably. 	7-8

Question		Mark
(b)	Level 1: Candidate cites some evidence from the sources relevant to the assertion.	1-2
	Level 2: Candidate uses some relevant evidence from the sources to respond to the assertion.	3-4
	Level 3: Candidate uses evidence accurately and specifically to respond to the assertion.	5-6
	Level 4: Candidate presents a well-rounded response in which both sides of the argument are recognised. An attempt is made to determine which evidence should carry more weight.	7-8
	Level 5: Candidate presents a well-rounded response in which both sides of the argument are discussed and related to appropriate evidence. Evidence is evaluated and used convincingly.	9-10

Total: 24

Total mark available: 50