

General Certificate of Secondary Education
Humanities
Unit B032: *Application of Knowledge*
Specimen Paper

B032

Time: 1 hour 15 minutes

Candidates answer on the question paper.

Additional materials:

Candidate
Forename

Candidate
Surname

Centre
Number

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Candidate
Number

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INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided above.
- Read each **question** carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Use black ink. Pencil may be used for graphs and diagrams only.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is 50.
- You will be awarded marks in questions 5, 11, and 12 for the quality of written communication of your answer.

FOR EXAMINER'S USE	
A	
B	
C	
TOTAL	

This document consists of **10** printed pages and **2** blank pages.

Section A - Analyse and Interpret Different Types of Evidence

Answer **all** the questions in this section

Document A

The Impact on Rural Jobs of Banning Hunting

Research paid for by the Countryside Alliance has found that 23,000 people have jobs linked to hunting. More recent research has claimed that only 16,000 jobs are linked to hunting.

Spending on hunting has been estimated at £170 million. Estimates of spending on hunting in the countryside are based on opinions and assumptions that have little evidence to support them.

These estimates have therefore been questioned.

The way in which the original Countryside Alliance research was carried out has also been questioned.

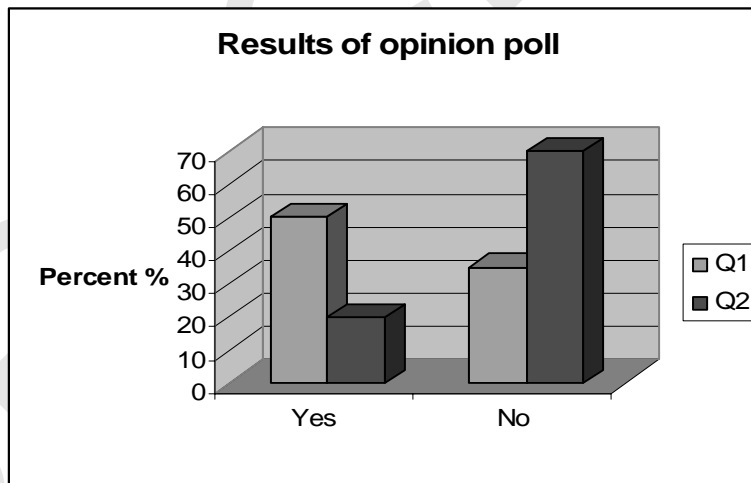
All recent research agrees that less than 1,000 full time jobs have been created directly by the hunts.

Estimates show that between 18,000 and 22,000 foxes are killed by hunting with dogs each year.

Cars, traps and guns kill between 50,000 and 100,000 each year.

Adapted from research commissioned by the Inquiry into Hunting

Document B



Questions asked:

Q1. Do you personally support the ban on fox hunting?

Q2. Should the police enforce the ban when it becomes law?

The poll also found that 23% of Labour supporters were against the ban. Opposition to the ban was strongest amongst low earners bearing out claims that hunting is not simply for the better off.

Adapted from ICM opinion poll based on a random sample of 1,000 adults aged over 18

Document C

No extra money for police in hunt ban

The Home Secretary says money at present used to protect hunts from protestors will be used in future to enforce the ban on fox hunting. Police forces will not be given any extra money to help enforce the ban.

In an interview he said the ban would be "fully enforced". But he said he expected the police to act with "sensitivity" until people get used to the change in the law.

A spokesman for the police said: "This is an extra job that will be difficult. But we will enforce the law that Parliament has passed. That is our job."

Adapted from BBC News Online 21/11/2004

Study Documents **A**, **B** and **C** and answer the questions that follow

- 1 State the percentage of people who support the banning of hunting.

.....
..... [1]

- 2 State the number of jobs the Countryside Alliance originally claimed were created by hunting.

.....
..... [1]

- 3 Using Document B and your own knowledge explain what is meant by the term random sample.

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..... [3]

4 In Document B 70% of the public believe that the police should not enforce a hunting ban.

Use Document C to explain how far the Home Secretary and the police spokesman agree with them.

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..... [5]

5 "The abolition of hunting with dogs will make little difference to the rural economy. It will however relieve the police of a difficult role and respond to the wishes of the majority of the population."

Using the documents as evidence, explain to what extent this is true. Use your knowledge of research methods in your answer.

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..... [6]

Section A Total [16]

Section B - Using Different Types and Forms of Evidence

Answer **all** the questions in this section

6

- (a) Describe the strengths and weaknesses of using official statistics as a basis for social research

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..... **[5]**

- (b) Describe the strengths and weaknesses of collecting primary data from structured interviews as a basis for social research

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..... **[5]**

Section B Total [10]

Section C - Assess the Reliability and Utility of Evidence and Reach Reasoned Conclusions

Answer **all** the questions in this section

Document D

Marine life booms in fishing ban

Sea life is doing very well since people were banned from catching fish, lobsters and crabs from an area east of Lundy Island, English Nature says.

English Nature's marine conservation officer said the results, after just 18 months, were surprising.

"We didn't think we would see a difference this early on. We thought it would take 3 to 5 years" he said.

The area, the first of its kind in the UK, was introduced to try to reverse the problems caused by over-fishing, which has cut stocks in the oceans. The report by conservation scientists shows there are now three times as many lobsters in the 'no fishing area' compared to other areas where fishing continues.

Adapted from the BBC News 14/10/2004

Document E

**Drastic and urgent action
needed to save seas from
fishing fleets!**

*30% of UK waters
should be fish
reserves!*

Changes will be painful but essential if the fishing industry is to have a future!

Major shift in
thinking is needed!

*Continuing to
fish is no
longer acceptable!*

Control the amount
of fishing not the
amount of fish caught!

*Headlines extracted from the Royal Commission on
Environmental Pollution reported on BBC News 7/12/04*

Document F

Climate warning from the deep

Strange things are happening in the North Sea. Cod stocks are going down faster than over-fishing can explain. Mediterranean fish like red mullet are migrating north.

Several sea birds are also in trouble. Kittiwake numbers are falling fast and guillemots are struggling to breed.

Scientists believe these events are linked. Nothing is certain but some believe a dramatic change in North Sea plankton is responsible. They blame global warming.

Plankton are microscopic marine organisms that are eaten by fish. As global temperatures rise cold water species of plankton are moving out and warm water species are moving in. This is causing changes further up the food chain.

NERC centre for Ecology and Hydrology reported on BBC News online 7/12/04

Study Document **D** and answer the following question.

- 7 State the name of the organisation which is monitoring the 'no fishing area' to the east of Lundy Island.

..... [1]

- 8 State the increase in the number of lobsters in the "no fishing area".

..... [1]

Study Document **E** and answer the following question.

- 9 State why the Royal Commission on Environmental Pollution believes drastic and urgent action is needed to protect the marine environment

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..... [2]

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Copyright Acknowledgements:

Sources:

Section A

Document A: Adapted from research commissioned by the Inquiry into Hunting.

Document B: Adapted from ICM opinion poll on attitudes to hunting.

Document C: Adapted from BBC News Online 21 November 2004.

Section C

Document D: Adapted from BBC News Online 14 October 2004.

Document E: Headlines extracted from the Royal Commission on Environmental Pollution reported on BBC News 7 February 2004. With kind permission of the Royal Commission on Environmental Pollution.

Document F: NERC Centre for Ecology and Hydrology reported on BBC News online 7 December 2008. With kind permission of the BBC.

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Unit B032: Application of Knowledge

Specimen Mark Scheme

The maximum mark for this paper is 50.

SPECIMEN

Section A - Analyse and Interpret Different Types of Evidence		
Question Number	Answer	Max Mark
1	<p>State the percentage of people who support the banning of hunting.</p> <p>50% Half</p>	[1]
2	<p>State the number of jobs the Countryside Alliance originally claimed were created by hunting.</p> <p>23,000</p>	[1]
3	<p>Using Document B explain what is meant by the term <i>random sample</i></p> <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1 [1 mark] Candidate makes a general but unexplained statement about random sample indicating selection of interviewees.</p> <p>Level 2 [2-3 marks] Candidate makes a developed statement about the nature of random sample and the ability to use such data accurately to extrapolate to a whole population.</p>	[3]
4	<p>In Document B 70% of the public believe that the police should not enforce a hunting ban.</p> <p>Use Document C to explain how far the Home Secretary and the police spokesman agree with them.</p> <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1 [1 mark] Candidate makes a general but unexplained link about the relationship between the ban and the need for policing hunts</p> <p>Level 2 [2-3 marks] Candidate makes a developed statement about the relationship between the ban and the need for policing. Identifies the switch of resources from protecting to policing hunts.</p> <p>Level 3 [4-5 marks] As Level 2 but candidate additionally identifies the police attitude to the issue and the need for sensitivity</p>	[5]

Section A - Analyse and Interpret Different Types of Evidence		
Question Number	Answer	Max Mark
5	<p>“The abolition of hunting with dogs will make little difference to the rural economy. It will however relieve the police of a difficult role and respond to the wishes of the majority of the population.”</p> <p>Using the documents as evidence, explain to what extent this is true. Use your knowledge of research methods in your answer.</p> <p>[0 marks]</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1</p> <p>[1-2 mark] Candidate offers a generalised reason to agree / disagree with the truth of one or more of the statements. Some evidence from documents offered in order to gain top mark at this level.</p> <p>e.g. Document A : ‘The impact on the rural economy’</p> <p>Disagree: Countryside Alliance say 23,000 people have jobs linked to fox hunting/ these would be at risk</p> <p>Agree: recent research suggests less than 1,000 full time jobs are directly linked to hunting</p> <p>Document B : ‘The wishes of the majority of the population’</p> <p>Disagree: how reliable is questionnaire data</p> <p>Agree: most people of all classes oppose hunting.</p> <p>Document C : ‘Relieve the police of a difficult role’</p> <p>Disagree: police now enforce ban instead of protecting hunts</p> <p>Agree: police costs should be no higher than current police costs</p> <p>Candidate makes no attempt to analyse and/or interpretation the sources.</p> <p>Text is difficult to read, poor spelling and grammar, little punctuation makes comprehension difficult.</p> <p>Level 2</p> <p>[3-4 marks] Candidate offers at least one reason to agree and disagree with the statement. Evidence offered to gain top mark at this level.</p> <p>e.g. offers statements from level 1 and develops a comparative statement/ Document C on police shows impact will be neutral in workload and cost./ Document A figures are rather vague/ Document B is about people’s views not the impact.</p> <p>Text is readable, there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear.</p> <p>Level 3</p> <p>[5-6 marks] Candidate offers more than one reason to both agree and disagree with the statement clearly citing from the documents. To gain a top mark at this level the candidate would also refer to the rigor of the</p>	[6]

Section A - Analyse and Interpret Different Types of Evidence		
Question Number	Answer	Max Mark
	research or its limitations e.g. attempts to compare the arguments giving a personal conclusion to achieve the top of the level. Text is clearly readable, spelling , grammar and punctuation are largely accurate; meaning is clear.	
Section A Total		[16]

SPECIMEN

Section B - Knowledge and Understanding of Different Research Methodologies		
Question Number	Answer	Max Mark
6	<p>(a) Describe the strengths and weaknesses of using official statistics as a basis for social research.</p> <p>Level 1 [0 marks] No evidence submitted or response does not address the question.</p> <p>[1-2 marks] A brief statement indicating that the candidate is aware of what official statistics are e. g. government records/documents/papers/figures/ advantage – they are official/ disadvantage – they only present the official view</p> <p>Level 2 [3-4 marks] A more detailed statement regarding the nature of official statistics challenging validity, reliability and significance e.g.</p> <p>strengths</p> <ul style="list-style-type: none"> • the government collects data • the government has access to a wide range of data • they have the resources to produce quality data <p>weaknesses</p> <ul style="list-style-type: none"> • the government may have an agenda • data can be slanted or distorted • the data can be out of date <p>Level 3 [5 marks] A balanced statement which indicates a good knowledge of strengths and weaknesses.</p>	[5]
	<p>(b) Describe the strengths and weaknesses of collecting primary data from structured interviews as a basis for social research</p> <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1 [1-2 marks] e.g. A brief statement indicating that the candidate is aware of what structured interviews are</p> <p>strength</p> <ul style="list-style-type: none"> • all are asked the same questions <p>weakness</p> <ul style="list-style-type: none"> • little scope for variation of response. <p>Level 2 [3-4 marks] A more detailed statement regarding the nature of structured interviews challenging validity, reliability and significance e.g.</p> <p>strengths</p> <ul style="list-style-type: none"> • standard questions asked 	[5]

Section B - Knowledge and Understanding of Different Research Methodologies		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> • ease of comparison of answers • improves reliability of conclusions weaknesses <ul style="list-style-type: none"> • standard responses • responses are forced into categories • produces quantitative not qualitative data <p>Level 3 [5 marks] A balanced statement which indicates a good knowledge of strengths and weaknesses.</p>	
Section B Total		[10]

Section C - Assess the Reliability and Utility of Evidence and Reach Reasoned Conclusions		
Question Number	Answer	Max Mark
7	<p>State the name of the organisation which is monitoring the 'no fishing area' to the east of Lundy Island.</p> <p>English Nature</p>	[1]
8	<p>State the increase in the number of lobsters in the "no fishing area".</p> <p>Threefold</p>	[1]
9	<p>State why the Royal Commission on Environmental Pollution believes drastic and urgent action is needed to protect the marine environment</p> <p>a. To save it from further destruction by fishing fleets b. To provide the fishing industry with a future</p>	[2]
10	<p>Describe the <u>two</u> changes of policy the commission says are necessary for protection of the seas and explain how these changes are will help achieve this protection</p> <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1 [1-2 marks] Candidate identifies the two changes of policy i.e. fish reserves and controlling fishing.</p> <p>Level 2 [3-4 marks] Candidate makes a developed statement about a change in attitude towards fisheries management based on controlling the amount of fishing rather than the amount of fish landed.</p>	[4]

Section C - Assess the Reliability and Utility of Evidence and Reach Reasoned Conclusions		
Question Number	Answer	Max Mark
11	<p>Explain the uses and limitations of Document F to a researcher studying the decline of fish stocks in the seas around the UK. Use your knowledge of research techniques to answer the question.</p> <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1 [1-2 marks] Candidate accepts the information in Document F at face value. Makes no attempt to explain the utility or reliability of the document. e.g. Strange things are happening in the North Sea/not totally attributable to over fishing/scientists blame global warming/plankton moving north as seas warm. Candidate response simply assumes the information is valid and therefore useful and reliable. Text is difficult to read, poor spelling and grammar, little punctuation makes comprehension difficult.</p> <p>Level 2 [3-4 marks] Candidate considers the provenance of the source. The NERC Centre for Ecology and Hydrology. Supports the utility of the data because of the source. e.g. they are involved in the process/scientists studying the process/therefore will be able to give information that will be useful. Candidate response has simplistic response to utility but does not challenge reliability. Text is readable, there may be mistakes in spelling grammar and punctuation, comprehension of meaning largely clear.</p> <p>Level 3 [5-6 marks] 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. A more developed response to utility and candidate may develop a challenge to reliability by identifying the need to contrast one source with other possibly alternative views. Text is clearly readable, spelling , grammar and punctuation are largely accurate; meaning is clear.</p>	[6]

12

“The evidence that too much fishing is the cause declining fish stocks is not proved!” To what extent do you agree and disagree with this statement?

[0 marks]

No evidence submitted or response does not address the question.

Level 1

[1-2 marks] Candidate offers a rudimentary answer that either agrees or disagrees with the statement

e.g. agree where fishing is controlled marine life recovers Document D (not essential for mark)

disagree NERC say it is climate change Document F.

Candidate response simply assumes the information is valid and therefore does not question utility or reliability.

Text is difficult to read, poor spelling and grammar, little punctuation makes comprehension difficult.

Level 2

[3-4 marks] Candidate agrees **or** disagrees with the statement and offers some evidence from the sources to support the stance taken.

e.g. agree: Document D states that where fishing grounds are protected stocks recover more quickly than anticipated/ Document E shows from the headlines that this is a wide spread problem

disagree: Document E newspaper headlines do not really give any evidence therefore not really useful/Document F scientists clearly indicate that there is something else going on in the North Sea/ it could be linked to climate change.

Candidate has simplistic response to utility but does not challenge reliability.

Text is readable, there are mistakes in spelling, grammar and punctuation; comprehension of meaning generally clear.

Level 3

[5-6 marks] Candidate agrees **and** disagrees with the statement and offers some evidence from the sources to develop a comparative narrative.

e.g. makes use of the arguments made in level two to explore both sides of the argument.

Candidate implicitly accepts the utility of the sources but does not challenge reliability.

Text is readable, there may be mistakes in spelling, grammar and punctuation, comprehension of meaning largely clear.

Level 4

[7-8 marks] Candidate agrees **and** disagrees with the statement **and** offers detailed evidence from the sources to support the narrative

e.g. uses the Documents to develop a balanced narrative exploring the arguments for and against the proposition/examines not only what the sources say but their provenance.

Document D

Challenges the proposition because it is a report on English Nature/integrally involved in this process/easily challengeable statement made in the public arena

Document E

Challenges the proposition/extracted from the Royal Commission on Environmental Pollution/ easily challengeable statement made in the public arena

Document F

Supports the proposition because sees other causes/NERC is scientific research organisation/does not rule out over - fishing/lacks certainty

Candidate examines the utility of the sources and therefore implicitly challenges reliability.

Text is clearly readable, spelling, grammar and punctuation are largely accurate; meaning is clear.

Level 5

[9-10 marks] As Level 4 but in addition candidate is also able to identify the limitations of relying on limited accounts. Candidate offers a comprehensive evaluation of the content of the sources to support a personal conclusion.

A more developed response to utility and candidate will develop the challenge to reliability by identifying the need to contrast sources with each other to identify and challenge conflicting views.

Text is clearly readable, spelling , grammar and punctuation are accurate; meaning is very clear

[10]

Section C Total

[24]

Paper Total

[50]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1		1		1
2		1		1
3		3		3
4		5		5
5		6		6
6(a)	5			5
6(b)	5			5
7		1		1
8		1		1
9		2		2
10		4		4
11		6		6
12		10		10
Totals	10	40	0	50

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