

**Humanities**

General Certificate of Secondary Education **B032**

Application of Knowledge

**Mark Scheme for June 2010**

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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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## 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 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 The levels corresponding to the marks awarded should be indicated in the body of the text where the level is triggered.
- 5 Candidates are informed that marks for Quality of Written communication will be awarded in questions: 5, 11 and 12. Markers should award the top mark in the level achieved to reward QWC.

## Section A: Analyse and interpret Different Types of Evidence

Question	Expected Answers	Mks	Rationale
1	<p>State the total number of national referendums that have taken place in the UK.</p> <p>1</p>	[1]	
2	<p>State the percentage of people who felt that the UK should vote in favour of the European Reform Treaty.</p> <p>11%</p>	[1]	
3	<p>Using Document B and your own knowledge explain why the unofficial mini referendums may not represent the views of the electorate.</p> <p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> <b>[1 mark]</b> Candidate makes a general but unexplained statement about the selective/limited nature of the sample.</p> <p><b>Level 2</b> <b>[2-3 marks]</b> Candidate makes a developed statement about the nature of about the methodology needed to produce a representative sample which would represent the views of the electorate eg the population is divided into categories and a random sample is taken from each category. By making the sample sizes the same as the proportion of each category to the whole. Identifies that these unofficial referendums do not meet these criteria therefore are unrepresentative.</p>	[3]	<b>Do not go above L1/1 if there is no exemplification/comparison of the issue.</b>

Question	Expected Answers	Mks	Rationale
4	<p><b>In Document B 88% of the public believe that a referendum should be held on the European Reform Treaty.</b></p> <p><b>Use Document C to explain how far the author of the article agrees with the vote.</b></p> <p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> <b>[1 mark]</b> Candidate makes a general statement comparing the attitudes of the two documents eg the author of C does not agree at all but does not qualify the statement.</p> <p><b>Level 2</b> <b>[2-3 marks]</b> Candidate makes a developed statement eg identifies content from C that is at direct variance with the results of the mini referenda for instance the summary of arguments against referenda – other appropriate comment is acceptable. Clear use of information from the document for top of level.</p> <p><b>Level 3</b> <b>[4-5 marks]</b> As Level 2 but candidate additionally identifies the different nature of the two documents. B is a report of an event in which 150,000 people took part. C is a personal opinion about an issue. For top of level may comment on which is more compelling eg B is more important because so many more people were making their statement/ C is more important because it is the considered view of someone who knows more about the issue than they just think we need a referendum on one issue.</p>	<b>[5]</b>	<p><b>Maximum of L2 if there is no discussion of the provenance of the sources. If candidate refers to potential bias because of the authors then L3.</b></p> <p><b>Clear use of information from the document required for top of L2 and all of L3.</b></p>

Question	Expected Answers	Mks	Rationale
5	<p>“Referendums are a good idea in theory but are not a good way of solving complicated issues in practice.”</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><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> <b>[1-2 mark]</b> Candidate offers a generalised reason to agree / disagree with the truth of the statement. Minimal evidence from documents offered in order to gain top mark at this level.</p> <p>Text is difficult to read, poor spelling and grammar, little punctuation makes comprehension difficult.</p> <p><b>Level 2</b> <b>[3-4marks]</b> Candidate agrees or disagrees with the statement and offers valid evidence from the sources to support the stance taken.</p> <p>eg Document A: ‘Referendums in British Politics’ <i>disagree</i>: 8 referendums have taken place therefore can be useful/ government promised two referendums in 1997 election/never taken place – why not? / seem to be happy to use in local situation but not national issues.</p> <p><i>agree</i>: 8 referendums have taken place therefore practical experience seems to indicate they do not work well/ explains why government has not held referendums promised in 1997/ local issue are more specific than national therefore referendums more appropriate.</p>		<p><b>Support from the sources can be implicit.</b></p>

Question	Expected Answers	Mks	Rationale
	<p>Document B: 'Pressure for EU referendum after poll'</p> <p><i>disagree</i>: the mini referendums support the view that the majority of people want a referendum on the European Reform Treaty. Large majorities in favour of poll and against joining. Turnout higher than that achieved in most local elections.</p> <p><i>agree</i>: the way it was organised distorts results – why these ten constituencies? 36% of people voted – 74% did not. The source is biased in favour of a negative vote on the European Reform Treaty.</p> <p>Document C: 'The case against referendums'</p> <p><i>disagree</i>: the source is totally against referendums. List of reasons. Mainly around the legal point that because UK is a monarchy the monarch in Parliament is sovereign not the people therefore referendums are no part of the British Constitution. The source is biased.</p> <p><i>agree</i>: puts strong case that amongst other reasons referendums are not part of Brit Con. Difficult to put complex issues in a question that can be answered yes/no. Do voters really understand the issue. Do voters vote on the issue or because they like/dislike the party putting them forward?</p> <p>Candidate makes no attempt to analyse and/or interpret the sources.</p> <p>Text is readable, there are mistakes in spelling, grammar and punctuation comprehension of meaning is variable.</p>		

Question	Expected Answers	Mks	Rationale
	<p><b>Level 3</b>  <b>[5-6 marks]</b> Candidate agrees <b>and</b> disagrees with the statement and offers a range of evidence from the sources to develop a comparative narrative.</p> <p>Text is readable there may be mistakes in spelling, grammar and punctuation, comprehension of meaning largely clear.</p>		<p><b>In order to reach level 3 specific explicit reference to at least one named source is required. If no sources mark as L3- and award L2 mark.</b></p>
		[6]	
	<b>Section A Total</b>	[16]	



## Section B: Knowledge and Understanding of Different Research Methodologies

Question	Expected Answers	Mks	Rationale	
6	(a)	<p><b>Describe the strengths and weaknesses of using questionnaires for data collection as a basis for social research.</b></p> <p><b>[0]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b>  <b>[1-2 marks]</b> A brief statement indicating that the candidate is aware of questionnaires.</p> <p><b>Level 2</b>  <b>[3-4 marks]</b> A more detailed statement regarding the nature of questionnaires challenging validity, reliability and significance eg:</p> <p>strengths</p> <ul style="list-style-type: none"> <li>• it provides data which can be easily manipulated</li> <li>• questionnaires can provide very specific/targeted information</li> <li>• closed questions produce standard responses</li> </ul> <p>weaknesses</p> <ul style="list-style-type: none"> <li>• closed questions produce fact and exclude feelings</li> <li>• choice of sampling technique can be crucial to data</li> <li>• problems with collecting data</li> </ul> <p><b>Level 3</b>  <b>[5 marks]</b> A balanced statement which indicates a good knowledge of strengths and weaknesses and assessment of validity or reliability or significance.</p>	[5]	<p><b>In order to reach top of level candidate must do more than list strengths and weaknesses, must challenge reliability or validity or significance</b></p>

Question	Expected Answers	Mks	Rationale
(b)	<p><b>Describe the strengths and weaknesses of using interview methods for data collection as a basis for social research.</b></p> <p><b>Level 1</b>  <b>[0]</b> No evidence submitted or response does not address the question.</p> <p><b>[1-2 marks]</b> A brief statement indicating that the candidate is aware of interview methods.</p> <p><b>Level 2</b>  <b>[3-4 marks]</b> A more detailed statement regarding the nature of qualitative methods challenging validity, reliability and significance eg:</p> <p>strengths</p> <ul style="list-style-type: none"> <li>• open questions allow individual response</li> <li>• helps to explain social phenomena</li> <li>• collection methods personal interview/direct observation</li> </ul> <p>weaknesses</p> <ul style="list-style-type: none"> <li>• open questions produce data difficult to quantify</li> <li>• personal methods of collection can introduce bias.</li> </ul> <p><b>Level 3</b>  <b>[5 marks]</b> A balanced statement which indicates a good knowledge of strengths and weaknesses and assessment of validity or reliability or significance.</p>	[5]	<p><b>In order to reach top of level candidate must do more than list strengths and weaknesses, must challenge reliability or validity or significance</b></p>
<b>Section B Total</b>		<b>[10]</b>	

## Section C: Assess the Reliability and Utility of Evidence and Research Reasoned Conclusions

Question	Expected Answers	Mks	Rationale
7	<p><b>State who claims that evidence of climate change from human activity is exaggerated.</b></p> <p>The UK Media.</p>	[1]	
8	<p><b>State one reason suggested for scientists exaggerating climate change.</b></p> <p>It is in their interest to exaggerate the effects of climate change to in order to attract future funding for further research.</p>	[1]	<b>The full sentence is not necessary but sufficient information to make meaning clear</b>
9	<p><b>State two seasonal effects of climate change that have already happened.</b></p> <ul style="list-style-type: none"> <li>• grass needs mowing in winter</li> <li>• snowdrops blooming before Christmas</li> <li>• spring earlier</li> <li>• autumn later</li> <li>• winters warmer</li> <li>• summers hotter</li> </ul>	[2]	<b>Any two for full marks</b>
10	<p>Describe how scientists suggest that climate change might affect the environment and the quality of life in the future.</p> <p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> <b>[1-2 marks]</b> Candidate identifies individual facts about changes with no attempt to produce a coherent description eg will select facts from list in Document E. At least two differentiated points for top of level.</p> <p><b>Level 2</b> <b>[3-4 marks]</b> Candidate makes a developed statement about expected changes eg links the change in weather patterns to higher temperatures leading to higher tides increase in flooding and the impact on seasonal climates in the future. Top of level for comments on impact on quality of life.</p>	[4]	<b>Specific reference to impact on quality of life Required for L2/4 if not there max L2/3</b>

Question	Expected Answers	Mks	Rationale
11	<p><b>Explain the uses and limitations of Document F to a researcher studying the impact of human activity on climate change.</b></p> <p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> <b>[1-2 marks]</b> Candidate accepts the information in Document F at face value. Makes no attempt to explain the utility or reliability of the document.</p> <p>eg awareness of climate change is increasing among adults and young people. May give some detail for top of level.</p> <p>Candidate response simply assumes the information is valid and therefore useful and reliable.</p> <p>Text is difficult to read, poor spelling and grammar, little punctuation makes comprehension difficult.</p> <p><b>Level 2</b> <b>[3-4 marks]</b> Candidate considers the provenance of the source. The Department for Environment Food and Rural Affairs. Supports the utility of the data because of the source. eg it is a government department responsible for this area and therefore is accurate. It surveys people on a regular basis.</p> <p>Candidate answer has a simplistic response to utility but does not challenge reliability.</p>		

Question	Expected Answers	Mks	Rationale
	<p><b>Level 3</b>  <b>[5-6 marks]</b> As Level 2 but candidate is also able to identify the limitations of relying on one account.  eg questions reliability of DEFRA / Government has a view point and an agenda/the information may be biased/ it only tells us about peoples attitudes to climate change not evidence of what is happening to the climate/other documents are more informative.  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>		<p><b>L3 must refer to verification by use of other sources or candidate remains in L2.</b></p>
12	<p><b>Study Documents D, E and F. Use the documents and your own knowledge of research methods and evidence to answer the following question.</b>  <b>“Some people have suggested that scientists are exaggerating the impact of climate change. The reaction of the general public proves the scientists are right.”</b>  <b>To what extent do you agree and disagree with this statement?</b></p> <p><b>[0 marks]</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b>  <b>[1-2 marks]</b> Candidate offers a rudimentary answer that either agrees or disagrees with the statement.  eg agree the changes already visible in the climate show something is happening Document E (not essential for mark) therefore they are not exaggerating.  Disagree why would the UK media say that scientists are exaggerating if they are not? Document D.  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.</p>	[6]	

Question	Expected Answers	Mks	Rationale
	<p><b>Level 2</b>  <b>[3-4 marks]</b> Candidate agrees <b>or</b> disagrees with the statement and offers some evidence from the sources to support the stance taken.  eg agrees Document E gives examples of the way that it is already possible to see actual changes in the climate Document F shows from surveys that this is widely believed and supported by adults and young people.  disagrees Document F Surveys do not really give any evidence they are only evidence of uninformed public opinion/Document D the media has a job to question scientists to ensure that they justify their conclusions  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 variable.</p> <p><b>Level 3</b>  <b>[5-6 marks]</b> Candidate agrees <b>and</b> disagrees with the statement and offers some evidence from the sources to develop a comparative narrative.  eg makes use of the arguments made in level two and 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.</p> <p><b>Level 4</b>  <b>[7-8 marks]</b> Candidate agrees <b>and</b> disagrees with the statement <b>and</b> offers detailed evidence from the sources to support the narrative  eg 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.</p>		<p><b>Top of Level requires a selection from range of sources.</b></p> <p><b>The gateway to L4 is the detail of the evidence provided from the sources.</b></p>

Question	Expected Answers	Mks	Rationale
	<p>Document D Supports the proposition because it is the role of the media to challenge scientific/government statements/they are independent and outside the process.</p> <p>Document E Challenges the proposition/extracted from a document by the energy saving trust/ this organisation has an agenda to save energy as a tool to reduce climate change.</p> <p>Document F Challenges the proposition /DEFRA is a government department/the government has a role in reducing carbon emissions under the Kyoto agreement/ the information is simply ill informed personal opinion with no scientific merit.</p> <p>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.</p> <p><b>Level 5</b> <b>[9-10 marks]</b> 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.</p> <p>Text is clearly readable, spelling , grammar and punctuation are accurate; meaning is very clear</p>	[10]	<p><b>The gateway to L5 is the use of sources to support a personal opinion. Unsupported opinion should not be rewarded.</b></p>
	<b>Section C Total</b>	<b>[24]</b>	
	<b>Paper Total</b>	<b>[50]</b>	

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