

**Humanities**

General Certificate of Secondary Education

Unit **B031**: Cross-curricular themes

**Mark Scheme for June 2011**

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

## Section A: Issues of Citizenship

Question Number			Answer	Max Mark	Rationale
1	(a)	(i)	<p><b>Multiculturalism</b></p> <p>1 mark for each correct fact relating to the term <b>Multiculturalism</b> eg:</p> <ul style="list-style-type: none"> <li>• acceptance of racial diversity</li> <li>• acceptance of cultural diversity</li> <li>• acceptance of ethnic diversity</li> <li>• equal status for cultural and religious groups</li> <li>• no one culture dominates</li> </ul> <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	<p>If candidate simply identifies answer in single word list:</p> <p style="padding-left: 40px;">eg London Birmingham Leicester</p> <p>treat as a list of examples and award 1 mark.</p>
		(ii)	<p><b>Human rights</b></p> <p>1 mark for each correct fact relating to the term <b>Human rights</b> eg:</p> <p>Any three from twelve:</p> <p>Human Rights Act 1998 defines human rights as:</p> <ul style="list-style-type: none"> <li>• the right to life</li> <li>• freedom from torture and degrading treatment</li> <li>• freedom from slavery and forced labour</li> <li>• the right to liberty</li> <li>• the right to a fair trial</li> <li>• the right not to be punished for something that wasn't a crime when you did it</li> <li>• the right to respect for private and family life</li> <li>• freedom of thought, conscience and religion, and freedom to express your beliefs</li> <li>• freedom of expression</li> <li>• freedom of assembly and association</li> <li>• the right to marry and to start a family</li> <li>• the right not to be discriminated against in respect of these rights and freedoms</li> <li>• the right to peaceful enjoyment of your property</li> <li>• the right to an education</li> <li>• the right to participate in free elections</li> <li>• the right not to be subjected to the death penalty</li> </ul>	[3]	<p>General statements eg</p> <p>The rights to which all human beings are entitled.</p> <p>Rights may be restricted in some types of government eg dictatorship.</p> <p>The instruction regarding lists does not apply to this question.</p>

Question Number		Answer	Max Mark	Rationale
	(b) (i)	Any <b>two</b> of: <ul style="list-style-type: none"> <li>• common law is unwritten/statute law is written (not both)</li> <li>• case law or judge made law (not both)</li> <li>• judges decisions</li> </ul>	[2]	
	(ii)	Any <b>two</b> of: <ul style="list-style-type: none"> <li>• makes new laws</li> <li>• updates old laws</li> <li>• follows rules laid down by Europe</li> <li>• all three parts of Parliament must agree</li> </ul>	[2]	
	(c)	<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 general assertion about rights of victim or accused eg too many people who are guilty get off and/or victims do not get justice.</p> <p>To reach top of the level candidate attempts to develop example given.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p>		Candidate must make some personal input to answer. If all the candidate does is state what is in the bullet points do not reward.

Question Number	Answer	Max Mark	Rationale
	<p><b>Level 2:</b>  <b>[3-5 marks]</b> Candidate identifies the basic elements of due process in a criminal trial eg identifies, or develops prompts, of at least two elements of due process.</p> <p><b>Right to a fair trial:</b> Police arrest/CPS decide to prosecute/jury system 12 ordinary members of public/prosecution makes case against/defence makes case for/adversarial system/cross examination/judge to see proper process/jury decide guilt on evidence/advised on law by judge.</p> <p><b>Legal representation:</b> Accused is entitled to legal advice when arrested/usually solicitor gives legal advice/barrister is consulted/if goes to trial will argue case.</p> <p><b>Right to be considered innocent:</b> Accused is presumed innocent/prosecution must prove defendant guilty/burden of proof – reasonable doubt/defence does not have to prove innocence/evidence of previous convictions not admissible.</p> <p><b>Right to appeal:</b> Can appeal against sentence and conviction/will be heard by higher court/could reduce or increase sentence.</p> <p>To reach top of the level candidates will clearly comment on at least two examples.</p> <p>Text is readable; there are mistakes in spelling, grammar and punctuation; comprehension of meaning largely clear.</p>		<p>If candidate writes about 2 or 3 prompts and makes some limited personal comment then consider L2 – 3 to 4 marks. To reach top of level candidate needs to expand at least two prompts in some depth.</p>

Question Number	Answer	Max Mark	Rationale
	<p><b>Level 3:</b>  <b>[6-8 marks]</b> Candidate writes about at least three elements of due process and will build on the type of information in Level 2 but will develop the answer by showing that the elements are not stand alone but are integral parts of a system which works as a whole to produce a fair trial.</p> <p>eg May describe how the judge has the role not only of arbiter between the prosecution and defence, but also advises the jury on points of law they should consider in making their verdict, sentences the guilty according to the tariffs laid down by Parliament and can have his decision challenged in the appeal courts.</p> <p>To reach top of the level candidates will comment in depth.</p> <p>Text is clearly readable, spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p><b>Level 4:</b>  <b>[9-10 marks]</b> Candidate writes a comprehensive evaluation of the part that all four elements play in balancing the rights of the victim and the accused.</p> <p>To reach top of the level candidates will reach a personal conclusion eg All four elements have a role to play but perhaps the crucial issue is the commitment to avoid miscarriages of justice.</p> <p>Text is clearly readable, spelling, grammar and punctuation are accurate; meaning is very clear.</p>	<p>[10]</p>	<p>The difference to look for between L2 and L3 is that the candidate in L2 tends to deal with prompts as separate issues, the candidate in L3 writes about the prompts as a coherent process.</p> <p>Evaluation is key to this level.</p>
<b>Question 1 Total</b>		<b>[20]</b>	

## Section B: Issues of Economic Wellbeing and Financial Capability

Question Number			Answer	Max Mark	Rationale
2	(a)	(i)	<b>Financial Reward</b>		
			<p>1 mark for each correct fact relating to the term <b>Financial Reward</b> eg:</p> <ul style="list-style-type: none"> <li>• wages paid weekly on an hourly rate only paid for hours worked</li> <li>• wages mainly clerical and manual workers</li> <li>• salary paid monthly equal payment each month</li> <li>• salary mainly professional and supervisory workers</li> <li>• legal minimum wage for most workers</li> <li>• interest on bank accounts/savings</li> <li>• Bonuses</li> <li>• gaining money</li> </ul> <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	<p>If candidate simply identifies answer in single word list: eg wages salary bonus</p> <p>treat as a list of examples and award 1 mark.</p>
		(ii)	<b>Financial Risk</b>		
			<p>1 mark for each correct fact relating to the term <b>Financial Risk</b> eg:</p> <ul style="list-style-type: none"> <li>• income and expenditure imbalance</li> <li>• budgeting – cost benefit analysis</li> <li>• debt from financial products with easy access</li> <li>• investment</li> <li>• banks going bust</li> </ul> <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	As above.
	(b)	(i)	<p>Any <b>two</b> correct from:</p> <ul style="list-style-type: none"> <li>• happier workforce</li> <li>• less sickness</li> <li>• more productivity</li> <li>• environmental benefits from less commuting</li> </ul>	[2]	

Question Number		Answer	Max Mark	Rationale
	(ii)	Any <b>two</b> correct from: <ul style="list-style-type: none"> <li>• paid less</li> <li>• out of touch with colleagues</li> <li>• lack of supervision</li> <li>• self motivation needed.</li> </ul>	[2]	
	(c)	<b>[0 marks]</b> No evidence submitted or response does not address the question.		
		<p><b>Level 1:</b> <b>[1-2 marks]</b> Candidate offers general assertion about reasons for the decline. Changes in what countries do means that making things is no longer done in the UK. More women are working.</p> <p>To reach top of the level candidate must attempt to develop the example used.</p> <p>Text is difficult to read; poor spelling and grammar; little punctuation makes comprehension difficult.</p>		Candidate must make some personal input to answer. If all the candidate does is state what is in the bullet points do not reward.



Question Number	Answer	Max Mark	Rationale
	<p><b>Level 2:</b>  <b>[3-5 marks]</b> Candidate writes about more than one reason for the decline.</p> <p><b>Reasons for secondary decline:</b> Developed countries introduce mechanisation/this reduces need for labour/computers and robots replace people/jobs decline in secondary.</p> <p><b>Reasons for tertiary rise:</b> Increase in mechanisation/more skilled workforce needed/rise in demand for education.</p> <p><b>Feminisation of workforce:</b> Because of social factors fewer women used to work/last 50 years changed/almost as many women working as men/50% are part time/structural change in workforce.</p> <p><b>Work life balance:</b> Linked to feminisation/attitudes to work, family and leisure have changed/men and women still different career paths/expectation of a life beyond work/work to live not live to work.</p> <p>To reach top of the level candidates will clearly comment on at least two examples.</p> <p>Text is readable; there are mistakes in spelling, grammar and punctuation; comprehension of meaning largely clear.</p>		<p>If candidate writes about 2 or 3 prompts and makes some limited personal comment then consider L2 – 3 to 4 marks. To reach top of level candidate needs to expand at least two prompts in some depth.</p>

Question Number	Answer	Max Mark	Rationale
	<p><b>Level 3:</b>  <b>[6-8 marks]</b> Candidate writes about at least three of the reasons for the decline.</p> <p>Will build on the type of information in Level 2 but will develop the answer by identifying the interrelated nature of the reasons which each contribute to decline of secondary and rise of tertiary industries and changes in the work force and attitudes to work.</p> <p><b>eg</b> May describe mechanisation both as the trigger for the decline of secondary and the rise of tertiary. May also indicate the change in demand for types of labour this change produced leading to increasing employment of women and consequent changes in attitude to work/life balance.</p> <p>To reach top of the level candidates will comment on reasons in depth.</p> <p>Text is clearly readable; spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p><b>Level 4:</b>  <b>[9-10 marks]</b> Candidate writes a comprehensive evaluation of the reasons for the change in patterns of employment.</p> <p>To reach top of the level candidates will reach a personal conclusion eg All four reasons are considered and relative weight is given to each.</p> <p>Text is clearly readable; spelling, grammar and punctuation are accurate; meaning is very clear.</p>	<p>[10]</p>	<p>The difference to look for between L2 and L3 is that the candidate in L2 tends to deal with prompts as separate issues, the candidate in L3 writes about the prompts as a coherent process.</p> <p>Evaluation is key to this level.</p>
<b>Question 2 Total</b>		<b>[20]</b>	

## Section C: Environmental Issues

Question Number			Answer	Max Mark	Rationale
3	(a)	(i)	<b>Renewable resources.</b>		Answers must relate to energy. Do not credit recycling.
			<p>1 mark for each correct fact relating to the term <b>Renewable resources eg:</b></p> <ul style="list-style-type: none"> <li>usually refers to non fossil fuels/wind, water, geothermal and solar power</li> <li>they are renewable because they will not run out</li> <li>schemes are expanding, particularly wind, but they are expensive</li> <li>reduce CO2 emissions</li> <li>good/better for the environment</li> </ul> <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	<p>If candidate simply identifies answer in single word list:</p> <p>eg wind sun water</p> <p>treat as a list of examples and award 1 mark.</p>
		(ii)	<b>Finite resources.</b>		
			<p>1 mark for each correct fact relating to the term <b>Finite resources eg</b></p> <ul style="list-style-type: none"> <li>usually refers to fossil fuels/coal, oil and gas</li> <li>they are finite because they will run out</li> <li>demand for them is rising/discovery of new reserves is falling</li> <li>contribute to global warming through CO2 emissions</li> <li>bad for the environment</li> </ul> <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	As above.

Question Number		Answer	Max Mark	Rationale
	(b) (i)	<ul style="list-style-type: none"> <li>Buying fair trade products;</li> <li>Buying recycled products</li> </ul>	[2]	Answers do not have to be word perfect. If the sense of the candidates answer is congruent to bullet point reward it.
	(ii)	<ul style="list-style-type: none"> <li>sustainable development can be achieved</li> <li>quality of life can be maintained both now and in the future</li> <li>the problems of climate change can be decreased</li> </ul>	[2]	As above.
	(c)	<p><b>[0 marks]</b></p> <p>No evidence submitted or response does not address the question.</p>		
		<p><b>Level 1:</b></p> <p><b>[1-2 marks]</b> Candidate offers general statement about climate change or responds to one of the prompts or a general reference to all of them eg: factories produce CO<sub>2</sub>/towns give off greenhouse gasses/natural disasters affect the climate/some people do not think it is happening.</p> <p>To reach top of the level candidate attempts to develop example given.</p> <p>Text is difficult to read; poor spelling and grammar; little punctuation makes comprehension difficult.</p>		Candidate must make some personal input to answer. If all the candidate does is state what is in the bullet points do not reward.

Question Number	Answer	Max Mark	Rationale
	<p><b>Level 2:</b>  <b>[3-5 marks]</b> Candidate writes about more than one reason why climate change is being taken more seriously.</p> <p><b>Natural climate change:</b> Climate is not fixed/changes are natural and have happened since earth was formed/20,000 years ago Ice Age/since 1000 AD significant variation in UK/800 years ago vineyards in south England/400 years ago mini ice age Thames froze.</p> <p><b>Industrialisation:</b> Level of carbon dioxide in the atmosphere almost doubled since start of Industrial Revolution/ice core evidence/suggests that climate change today is probably result of large scale use of fossil fuels to power the Industrial Revolution/slow to start with/speeded in 20<sup>th</sup> Century.</p> <p><b>Urbanisation:</b> Urbanisation changes the way in which we live and work/this has an impact on the pace of climate change/1800 2% population urbanised/2007 50% population urbanised/use 75% of energy/give off 80% of greenhouse gas emissions.</p> <p><b>Climate change doubters:</b> Not everyone accepts it is bad or caused by humans/many opponents in USA/climate change is not happening at all/if it is happening it is due to natural causes/the scale of the effects is exaggerated/computer models which predict future climate change are unreliable.</p> <p>To reach top of the level candidates will clearly comment on at least two actions.</p> <p>Text is readable; there are mistakes in spelling, grammar and punctuation; comprehension of meaning largely clear.</p>		<p>If candidate writes about 2 or 3 prompts and makes some limited personal comment then consider L2 – 3 to 4 marks. To reach top of level candidate needs to expand at least two prompts in some depth.</p>

Question Number	Answer	Max Mark	Rationale
	<p><b>Level 3:</b>  <b>[6-8 marks]</b> Candidate attempts to give a balanced view to include at least three of the reasons why climate change is being taken more seriously.</p> <p>Will build on the type of information in Level 2 but will also develop the answer by identifying that each reason has relevance but in combination they explain why climate change is now accepted as being the responsibility of human action, and also why this has taken so long and is still challenged.</p> <p>To reach top of the level candidates will comment in depth.</p> <p>Text is clearly readable; spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p><b>Level 4:</b>  <b>[9-10 marks]</b> Candidate writes a comprehensive evaluation of why climate change is being taken more seriously.</p> <p>To reach top of the level candidates will reach a personal conclusion eg despite all the arguments for and against the evidence clearly shows that climate change is the responsibility of human activity. This is why it is now taken more seriously.</p> <p>Text is clearly readable; spelling, grammar and punctuation are accurate; meaning is very clear</p>	<p>[10]</p>	<p>The difference to look for between L2 and L3 is that the candidate in L2 tends to deal with prompts as separate issues, the candidate in L3 writes about the prompts as a coherent process.</p> <p>Evaluation is key to this level.</p>
<b>Question 3 Total</b>		<b>[20]</b>	

## Section D: Religious and Moral Issues

Question Number			Answer	Max Mark	Rationale
4	(a)	(i)	<p>1 mark for each correct fact relating to the term <b>Worship eg:</b></p> <ul style="list-style-type: none"> <li>• to show respect for a god</li> <li>• can be formal with set ceremonies (liturgical)</li> <li>• can be informal with no set ceremonies (non-liturgical)</li> <li>• may be done in a church, mosque, synagogue etc – or not</li> <li>• may be led by priest, imam, rabbi etc – or not</li> </ul> <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	<p>If candidate simply identifies answer in single word list: eg Mosque Church Synagogue</p> <p>treat as a list of examples and award 1 mark.</p>
		(ii)	<p>1 mark for each correct fact relating to the term <b>Holy Scripture eg</b></p> <ul style="list-style-type: none"> <li>• it is the word of God</li> <li>• reveals what God is like</li> <li>• tells believers how they should live</li> <li>• some believe it is the unchangeable word of God – others do not</li> <li>• Bible, Torah, Qur'an, Vedas, Guru Granth Sahib</li> </ul> <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	As above.
	(b)	(i)	<ul style="list-style-type: none"> <li>• it explains the universe</li> <li>• how the universe works</li> <li>• intelligent design</li> <li>• personal experience of God</li> <li>• makes sense of the world</li> <li>• mystical experience/argument</li> </ul>	[2]	Answers do not have to be word perfect. If the sense of the candidates answer is congruent to bullet point reward it.

Question Number		Answer	Max Mark	Rationale
	(ii)	<ul style="list-style-type: none"> <li>the problem of pain and suffering</li> <li>loving God allowing evil</li> <li>mysticism is not strong enough evidence for existence of God</li> </ul> science will give answers	[2]	As above.
	(c)	<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 general assertion about the creation of the universe eg: God created the Universe/the Universe came into being as a result of big bang.</p> <p>To reach top of the level candidate attempts to develop example given.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p>		Candidate must make some personal input to answer. If all the candidate does is state what is in the bullet points do not reward.



Question Number	Answer	Max Mark	Rationale
	<p><b>Level 2:</b>  <b>[3-5 marks]</b> Candidate writes about more than one of the ideas about how the universe came into being and developed.</p> <p><b>Creation myths:</b> Believers naturally see God as creator/creation seen as a deliberate act/often called myths because some find them unbelievable/many believers see them as literal truth.</p> <p><b>The big bang theory:</b> Research shows universe had a beginning/nothing before that moment/after that moment the universe/happened 14 billion years ago/where and why is completely unknown/from that moment it expanded to the size of our universe/it is still expanding and cooling.</p> <p><b>Similarities between religious creation stories:</b> Judaism and Christianity identical/Genesis story/God created world in 7 days/Islam very similar/Abrahamic religions/Buddhism has no God and no creation story/Sikhism God created the world with a single word/Vishnu commands create the world.</p> <p><b>Evolution:</b> Life formed on earth/how is not certain/Darwin formalised theory of evolution/all life is related and is descended from common ancestor/complex creatures evolve over time from simple ancestors/called natural selection/eventually new creature not a variation on the original.</p> <p>To reach top of the level candidate will comment on at least two of the ideas.</p> <p>Text is readable; there are mistakes in spelling, grammar and punctuation; comprehension of meaning largely clear.</p>		<p>If candidates write about 2 or 3 prompts and makes some limited personal comment then consider L2 – 3 to 4 marks. To reach top of level candidate needs to expand at least two prompts in some depth.</p>

Question Number	Answer	Max Mark	Rationale
	<p><b>Level 3:</b>  <b>[6-8 marks]</b> Candidate writes about at least three of the ideas about how the universe came into being and developed.</p> <p>Will build on the type of information in Level 2 but will develop the answer by showing an awareness that neither explanation gives a total answer. eg Religious explanations require a belief in an unseen God but the Big Bang Theory has no explanation of how or why the event took place. Is the idea that God created life less believable than the theory of evolution?</p> <p>Text is clearly readable; spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p><b>Level 4:</b>  <b>[9-10 marks]</b> Candidate writes a comprehensive evaluation of the ideas about how the universe came into being and developed.</p> <p>To reach top of the level candidates will reach a personal conclusion on the importance of the ideas about how the universe came into being and developed.  eg Both ideas have elements that are unexplained. Believers feel no need to explain beyond the fact that God is the prime mover. That belief explains everything. Scientists can explain part of the story and expect eventually to explain it all but at the moment.....</p> <p>Text is clearly readable; spelling, grammar and punctuation are accurate; meaning is very clear.</p>		<p>The difference to look for between L2 and L3 is that the candidate in L2 tends to deal with prompts as separate issues, the candidate in L3 writes about the prompts as a coherent process.</p> <p>Evaluation is key to this level.</p>
		[10]	
<b>Question 4 Total</b>		<b>[20]</b>	

## Section E: Issues of Health and Welfare

Question Number			Answer	Max Mark	Rationale
5	(a)	(i)	<ul style="list-style-type: none"> <li>To ensure environmental sustainability</li> <li>To reduce by half the number of people without safe water and toilets</li> </ul>	[1]	
		(ii)	To stop all deaths caused by poverty	[1]	
		(iii)	5,000 children under 5 die every day. (1 mark) Diarrhoea causes 9 out of 10 deaths/this is linked with poor sanitation. (1 mark)	[2]	
		(iv)	Only 5 have so far done it. The others are a long way off. (1 mark) Most of those who have not done it are less than half way there. It will take a massive effort to achieve this target. (1 mark)	[2]	
	(b)		<p><b>In this answer there are six marks for AO2. These should be awarded as follows:</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 implicitly uses the Docs to help construct their answer.</p>		The boxes for awarding marks in Scoris are in reverse order to the descriptors in the mark scheme. The first box is for the mark for AO1 out of 8. The second box is for AO2, use of the documents, and is out 6.

Question Number	Answer	Max Mark	Rationale
	<p><b>Level 2:</b>  <b>[3-4 marks]</b> Candidates draw some relevant information from the Docs, quoting it as evidence, in specific parts of their answer.</p> <p><b>Level 3:</b>  <b>[5-6 marks]</b> Candidates draw extensively on relevant information from the Docs and quote it in context to support their argument throughout their answer.</p> <p><b>In this answer, there are eight marks for AO1. These should be awarded as follows:</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 simple statement in relation to the question eg LEDC's will need a lot of support from MEDC's and it can cause problems.</p> <p>Text is difficult to read; poor spelling and grammar; little punctuation makes comprehension difficult.</p>		

Question Number	Answer	Max Mark	Rationale
	<p><b>Level 2:</b>  <b>[3-4 marks]</b> Candidate <b>either</b> gives developed examples of at least two of the prompts <b>or</b> a more generalised statement touching on most of the prompts eg:</p> <p><b>Health development indicators:</b> Life expectancy – average lifespan/infant mortality – number of deaths per 1000 live births/the ratio of patients to one doctor/access to safe water/all these are significantly lower in LEDC's.</p> <p><b>Diseases of poverty:</b> Some medical risks are only found in LEDC's/malnutrition food aid is short term solution development aid needed long term/unsafe sex education and access to drugs/unsafe water MDG 7/tobacco consumption is also a problem/action could add 16 years to average life expectancy in Africa.</p> <p><b>The role of health professionals:</b> Workers not evenly spread/lowest in LEDC's/gap between what can be done and what is being done is widening/MEDC's growing elderly population/need more health workers for chronic and degenerative diseases/will lead to migration of health workers from poorer areas.</p> <p><b>The effect of development aid:</b> Millennium Development Goals to be achieved by 2015/Investment – LEDC's borrow to finance development projects – pay back?/Aid from MEDC's often linked to trade deals/LEDC's become dependent not independent/aid from NGO's generally small scale to meet immediate need/change terms of trade/enable LEDC's to earn money to finance their own development.</p> <p>Text is readable; there are mistakes in spelling, grammar and punctuation; comprehension of meaning largely clear.</p>		

Question Number	Answer	Max Mark	Rationale
	<p><b>Level 3:</b>  <b>[5-6 marks]</b> Candidate attempts to give a developed account which should include at least three of the prompts developed in Level 2.</p> <p>Text is clearly readable; spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p><b>Level 4:</b>  <b>[7-8 marks]</b> Candidate, makes a valid and developed explanation in response to the question and may make a decision or develop a conclusion based on argument.</p> <p>Text is clearly readable; spelling, grammar and punctuation are accurate; meaning is very clear.</p>	[14]	
<b>Question 5 Total</b>		[20]	
<b>Paper Total</b>		[100]	

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**14 – 19 Qualifications (General)**

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Facsimile: 01223 552627

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**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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