

<b>Candidate forename</b>		<b>Candidate surname</b>	
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<b>Centre number</b>						<b>Candidate number</b>				
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**OXFORD CAMBRIDGE AND RSA EXAMINATIONS  
GENERAL CERTIFICATE OF SECONDARY EDUCATION**

**B032**

**HUMANITIES**

**Application of Knowledge**

**TUESDAY 24 MAY 2011: Afternoon**

**DURATION: 1 hour 15 minutes**

**SUITABLE FOR VISUALLY IMPAIRED CANDIDATES**

**Candidates answer on the question paper.**

**OCR SUPPLIED MATERIALS:**

**None**

**OTHER MATERIALS REQUIRED:**

**None**

**READ INSTRUCTIONS OVERLEAF**

## **INSTRUCTIONS TO CANDIDATES**

- **Write your name, centre number and candidate number in the boxes on the first page. Please write clearly and in capital letters.**
- **Use black ink.**
- **Read each question carefully. Make sure you know what you have to do before starting your answer.**
- **Write your answer to each question in the space provided. Additional paper may be used if necessary but you must clearly show your candidate number, centre number and question number(s).**
- **Answer ALL the questions.**

## **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.**
- **You will be awarded marks in questions 5, 11, 12 for the quality of written communication of your answer.**

## **SECTION A – ANALYSE AND INTERPRET DIFFERENT TYPES OF EVIDENCE**

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

### **DOCUMENT A**

#### **A JUST WAR**

**Most religions are opposed to war. This opposition has not put an end to war. Religions have responded to this by producing a set of rules on how to fight a “just war”.**

**These rules try to balance two conflicting beliefs:**

- **killing is morally wrong**
- **the need to protect the innocent and support moral values may make war unavoidable.**

#### **Rules for a Just War**

- **It can only be started by the government;**
- **It can only be started for a good reason;**
- **It should only start after everything else has been tried;**
- **It should be winnable;**
- **It should not use more force than is necessary.**

**Much of the work to produce these rules has been done by the Christian Churches, but they can be used by people of any faith, or none.**

## **DOCUMENT B**

### **PACIFISM**

**Pacifists believe that war cannot solve anything. Peaceful actions rather than violent actions should guide human relationships. All war is wrong and no one can produce a set of rules that can make it right to go to war.**

**Pacifists believe where there is conflict it should be resolved by negotiation and agreement, not violence. Keeping the peace should be seen as a duty because it does more to protect innocent people than any use of violence or force.**

## DOCUMENT C

### WAR IN IRAQ AND AFGHANISTAN

#### BRITISH DEATHS IN IRAQ AND AFGHANISTAN

<b>TOTALS TO OCTOBER 2009</b>	<b>IRAQ</b>	<b>AFGHANISTAN</b>
<b>2003–9</b>	<b>179</b>	<b>218</b>

**Source: Ministry of Defence (MOD)**

#### DO YOU SUPPORT OR OPPOSE THE BRITISH MILITARY OPERATION IN AFGHANISTAN?

<b>SAMPLE OF UK POPULATION</b>	<b>SUPPORT</b>	<b>OPPOSE</b>
<b>ALL ADULTS</b>	<b>46%</b>	<b>47%</b>
<b>MALE</b>	<b>49%</b>	<b>45%</b>
<b>FEMALE</b>	<b>43%</b>	<b>50%</b>

**Source: Opinion Poll by ICM July 2009**

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

- 1 Using Document A state the religious group mostly responsible for the rules for a Just War.**

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[1]

- 2 Using Document C state the group most opposed to the British military operation in Afghanistan.**

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[1]

- 3 Using Document B explain why the people opposed to the British military operation in Afghanistan may not be pacifists.**

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**4 In Document C more people oppose the British military operation in Afghanistan than support it.**

**Use Document A to explain how the British Government might try to justify this operation.**

**Refer to both documents in your answer.**

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**[5]**

**5 “War is always wrong.”**

**“War is the only way to resolve serious conflicts.”**

**Using all the documents as evidence, explain to what extent you agree or disagree. Use your knowledge of research methods in your answer.**

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[6]

**Section A Total [16]**

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**SECTION B – USING DIFFERENT TYPES AND FORMS OF EVIDENCE**

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

- 6 (a) Describe strengths and weaknesses of using participant observation for data collection as a basis for social research.

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[5]

**(b) Describe strengths and weaknesses of using media sources for data collection 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**

#### **EDUCATIONAL MAINTENANCE ALLOWANCE**

**This is a cash payment to encourage 16, 17 and 18 year olds to stay in full time education.**

**It is a weekly payment of either £10, £20 or £30 per week paid directly into an individual's bank account.**

**There are some conditions. It is only paid to those who attend regularly and work hard. It is also means tested – it depends how much income a family has whether an individual is entitled to the payment.**

**Individuals are allowed to earn money from part time work without it affecting the payment.**

**Source: Directgov**

## DOCUMENT E

### THE COSTS AND BENEFITS OF GOING TO UNIVERSITY

#### HOW MUCH DO UNIVERSITY GRADUATES EARN AS A STARTING SALARY?

<b>SUBJECT</b>	<b>GRADUATE</b>	<b>NON-GRADUATE</b>
<b>Veterinary Medicine</b>	<b>£22,500</b>	<b>£16,300</b>
<b>Mechanical Engineering</b>	<b>£21,300</b>	<b>£15,800</b>
<b>Education</b>	<b>£19,300</b>	<b>£12,600</b>
<b>Accounting and finance</b>	<b>£18,800</b>	<b>£15,000</b>
<b>Law</b>	<b>£17,800</b>	<b>£14,000</b>
<b>Drama</b>	<b>£16,000</b>	<b>£13,000</b>

#### HOW MUCH DO GRADUATES OWE?

<b>YEAR</b>	<b>AVERAGE AMOUNT OWED AT THE END OF THEIR COURSE</b>
<b>2005</b>	<b>£12,460</b>
<b>2006</b>	<b>£13,252</b>
<b>2007</b>	<b>£12,363</b>

Repayment of student loans is triggered after the graduate earns £15,000 a year. The loans are offered at a low rate of interest.



## **NON-GRADUATES**

**Young people who choose not to go to university will enter the jobs market at least three years earlier than graduates. This allows them to earn a considerable amount of money from their employment. They miss out on the experience of being at university.**

**They do not have to pay tuition fees or borrow money through a student loan. As a result they do not build up unavoidable debt which has to be paid off by deduction from their salary when it reaches a trigger level.**

## **DOCUMENT F**

### **GRADUATE PAY DIFFERENCE GETS LESS**

**One of the biggest reasons for going to University, the chance over a lifetime to earn a lot more than those who do not, is under threat.**

**New figures suggest that this has more than halved, falling from £400,000 to £150,000. Women at £158,000 are doing slightly better than men, £143,000.**

**The explanation for this fall is that there are more university graduates than are needed. This is especially the case in arts subjects. Technology and science students do better because there is still a shortage in these subjects.**

**Going to a top university also affects students' potential future earnings.**

**A university degree will still mean that graduates will earn around 7% more than non-graduates. The figures now suggest that to make the most of this students should think carefully about what they study and also where.**

**Source: The University of Swansea**

**STUDY DOCUMENT D AND ANSWER THE FOLLOWING QUESTIONS.**

**7 State why the government pays Educational Maintenance Allowances.**

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[1]

**8 State ONE condition that has to be met to qualify for an Educational Maintenance Allowance.**

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[1]

**STUDY DOCUMENT E AND ANSWER THE FOLLOWING QUESTIONS.**

- 9 (a) State the subject that offers the biggest financial difference between graduates and non-graduates.**

\_\_\_\_\_ [1]

- (b) State the financial advantage non-graduates have over graduates.**

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\_\_\_\_\_ [1]

**10 Describe the costs AND benefits to consider in deciding whether or not to go to university.**

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**[4]**

**STUDY DOCUMENT F AND ANSWER THE FOLLOWING QUESTION.**

**11 Explain the uses and limitations of Document F to a researcher studying the financial implications of going to university on future earnings for graduates.**

**Uses:** \_\_\_\_\_

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**Limitations:** \_\_\_\_\_

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**[6]**

**Study Documents D, E and F. Use the documents and your own knowledge of research methods and evidence to answer the following question.**

**12 “These documents show that staying in further and higher education makes good financial sense for most young people.”**

**To what extent do you agree and disagree with this statement?**

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