



Thursday 5 June 2014 – Afternoon

GCSE HUMANITIES

B031/01 Cross-curricular themes

Candidates answer on the Question Paper.

OCR supplied materials:

None

Other materials required:

None

Duration: 2 hours



Candidate forename		Candidate surname	
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Centre number						Candidate number				
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INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink.
- Answer **all** the questions.
- 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. If additional space is required, you should use the lined page(s) at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

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 **100**.
- You will be awarded marks in questions 1(c), 2(c), 3(c), 4(c) and 5(b) for the quality of written communication of your answer.
- This document consists of **24** pages. Any blank pages are indicated.

SECTION A

Answer **all** the questions.

1 Issues of Citizenship

(a) State **three** facts about:

(i) Human rights abuses

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(ii) Human rights legislation

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(b) Study Document A and answer the questions that follow.

Document A

Criminal and Civil Law in the UK

There are two branches of the law in the United Kingdom. They deal with different sorts of cases and have their own courts.

Civil Law is concerned with the rights and duties of citizens in their dealings with other citizens. Criminal Law is concerned with keeping law and order and protecting society as a whole.

Civil cases are heard in County Courts or High Courts. Criminal cases are heard in Magistrates Courts or Crown Courts. Decisions are made by judges in civil cases and by magistrates or juries in criminal cases.

Decisions are made on different standards of proof; defendants in criminal cases can only be found guilty if the proof is beyond all reasonable doubt; in civil cases the proof only has to be on the balance of probability – is one verdict more likely to be correct than the other?

The powers of the courts are also different. Civil courts award compensation. Criminal courts can imprison or fine people.

(i) From Document A state the different standards of proof needed in criminal and civil courts.

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(ii) From Document A state any other **two** differences between Criminal Law and Civil Law.

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SECTION B

Answer **all** the questions.

2 Issues of Economic Wellbeing and Financial Capability

(a) State **three** facts about:

(i) Money management

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(ii) Financial products

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(b) Study Document B and answer the questions that follow.

Document B

Why do people work?

The answer seems obvious – we work to live!

We need money and the obvious way to get it is by having a job. The amount of money we earn can have a big effect on the way we feel about ourselves. People on high incomes may feel a sense of achievement and importance. People on low incomes may not feel this.

There are other reasons. Work gives people an opportunity to be creative, do new things and helps them to feel that they have made a difference and are doing something useful. Some types of work may not allow people to achieve their ambitions.

Work also has a social aspect. It allows people to make new friends. Many meet their future partner at work. Friendships made in the workplace may last a lifetime. Some people find social interaction difficult.

What we do at work can give us status, not only in the workplace but in the wider community. How often do we ask each other “What do you do for a living?” The answer can affect the future relationship between people. Some jobs are better paid than others but everyone can gain status from the positive contribution that their work makes to society.

(i) From Document B state **two** positive effects on people of working.

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(ii) From Document B state **two** negative effects on people of working.

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SECTION C

Answer **all** the questions.

3 Environmental Issues

(a) State **three** facts about:

(i) Environmental issues

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(ii) Local Agenda 21

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(b) Study Document C and answer the questions that follow.

Document C

The Environmental Damage Regulations

The Environmental Damage Regulations aim to reduce human impact on the environment. They are based on the idea that the 'polluter pays' rather than the taxpayer. This makes businesses liable for possible damage or real damage.

The Regulations were introduced on 1 March 2009. They made businesses put in place measures to avoid environmental damage. Also, businesses must pay to put right any damage that happens.

The aim is to require businesses which could cause environmental damage to take steps to avoid this. Also, the businesses must pay for the clean-up. This applies on land in England and on the seabed around the UK.

Natural England is one of the organisations monitoring possible damage to the environment along with the Environment Agency, local authorities and the Marine Fisheries Agency.

(i) From Document C state **two** requirements that the Environmental Damage Regulations place on businesses.

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..... [2]

(ii) From Document C state **two** organisations which monitor the enforcement of these regulations.

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SECTION D

Answer **all** the questions.

4 Religious and Moral Issues

(a) State **three** facts about:

(i) Religious and moral views of wealth

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..... [3]

(ii) Religious and moral views of poverty

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(b) Study Document D and answer the questions that follow.

Document D

Why do people believe in God?

Religions have a number of views on God. He can be seen as the creator of the universe and therefore not a part of it.

Christians believe that God is involved with human beings but is beyond their understanding. Muslims share this view. Buddhists do not believe there is a god.

Hindus share the view that God is in two parts, the soul of each person and the creator who cannot be understood.

So why do people believe in this mysterious being? Two common arguments are the Design argument and the First Cause argument.

Design – It is argued that the universe shows evidence of being designed, more importantly by intelligent design, therefore there must be an intelligent designer.

First Cause – It is argued that everything that exists has a cause, the universe exists therefore it has a cause – God.

(i) From Document D state **two** beliefs about the nature of God.

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(ii) From Document D state **two** arguments for evidence that God exists.

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SECTION E

Answer **all** the questions.

5 Issues of Health and Welfare

(a) Study Documents E and F and answer the questions that follow.

Document E

Compulsory Sex Education

Lessons about personal, social and health matters including sex and relationships have been made compulsory by the government in all England’s schools from ages five to 16, as Government Ministers said teaching was “patchy”.

According to the UK Youth Parliament four out of 10 young people said they received no relationship education at school.

In 2008, figures showed that the number of abortions performed in the UK on girls under 16 went up by 10% in 2007.

An opinion poll commissioned by the BBC produced the following information.

Age to start SRE	Age of people questioned					
	16 to 24	25 to 34	35 to 44	45 to 54	55 to 64	65+
7 years	0%	7%	9%	9%	5%	6%
9 years	25%	26%	30%	26%	33%	20%
11 years	49%	44%	42%	40%	45%	47%
13 years	18%	14%	12%	20%	13%	18%

(i) Using Document E state the reason why the government wanted to make Sex and Relationship Education (SRE) compulsory.

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 [1]

(ii) Using Document E state the **two** ages that people of all ages would agree are the best ages for children to start compulsory SRE.

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 [2]

Document F

Parents' role in Sex and Relationship Education (SRE)

Parents are the key people in teaching their children about sex, relationships and growing up.

Many parents find it difficult to talk to their children about sex and relationships.

Parents need support in their role as sex educators.

Parents have the right to work in partnership with schools and to be consulted regularly on the content of sex and relationship education programmes.

Parents have the right to withdraw their children from all or part of sex and relationship education.

(iii) Using Document F state why parents need support in their role as sex educators.

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..... [1]

(iv) Using Document F state **two** rights that parents have over their children in Sex and Relationship Education (SRE).

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ADDITIONAL ANSWER SPACE

If additional answer space is required, you should use the following lined page(s). The question number(s) must be clearly shown in the margins.

This section of the page is a large, empty area of lined paper. It features a vertical solid line on the left side, creating a margin. The rest of the page is filled with horizontal dotted lines, providing space for writing answers. The lines are evenly spaced and extend across the width of the page.

A large rectangular area with a solid vertical line on the left side and horizontal dotted lines extending across the page, providing a grid for writing answers.



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