

**General Certificate of Secondary Education
Humanities**

B033CA

Unit B033: *Independent Enquiry*

Specimen Controlled Assessment Material

INFORMATION FOR TEACHERS

- The enclosed task is an example of possible areas of study.
- Please refer to Section 3.3 and Section 5 of the specification for further information concerning the task.
- The total number of marks for this enquiry is 50.

SPECIMEN

Specimen questions

Tasks will be set by OCR and will be taken from the five areas of content in Unit B031. Examples are:

- Is work experience a valid way of finding out about the world of work?
- Why do companies advertise, and how effective is it?
- How did women get the Vote?
- Does your local council recycle efficiently, and how could it improve?
- Should voluntary Euthanasia be legalised?
- How does religion affect the day to day lives of its followers?
- Is the decline of manufacturing industry a bad thing for the UK economy?
- How far should the government interfere in personal lifestyle choices?
- Is sex education too important to society to be left to parents?
- Are rich countries (MEDCs) healthier than poor countries (LEDCs)?

Worked Example

Is Work Experience a valid way of finding out about the world of work?

Students will be given a basic questionnaire and an outline of an interview. Under supervision they will be expected to improve the questionnaire and produce an interview. Observation may also be set up and used.

Suggested advice to students

In setting up the assignment, you will need to address the following issues before attending work experience.

- Who do you want to sample? Which group of people are you trying to find out about? Is it all types of people or a specific group?
- What exactly do you want to find out about? (This will be narrowed down and specified in a detailed hypothesis).
- Which research methods are appropriate and which will you use? Have between two and four. Use your own primary research, but also make use of other sources of secondary data.
- As regards primary data, you should look for quantitative and qualitative data and display it in various forms in your finished enquiry.
- What kind of primary quantitative data will you research (structured questionnaires/non-participant observation)?
- What kind of primary qualitative data will you research (in-depth interviews – for example with local people, employers, a council official, a local pressure group)?

Setting Out the Controlled Assessment – a suggested model

<i>Title Page</i>	Have an interesting and appealing title page. It should have your name, candidate number, subject and controlled assessment title on it.
<i>Hypothesis</i>	This is the specific hypothesis which your enquiry will be based around. You will attempt to prove or disprove it.
<i>Introduction</i>	Explain the general topic. Mention the research methods you used and why you chose them. You can also include here any thanks you might wish to give to anybody who was especially helpful.
<i>Evaluation</i>	Evaluate your research methodology in a 'critical commentary'. The evaluation/critical commentary is your judgements about the way the research was handled and carried out, and how it could be improved. Also note what went well; evaluations aren't necessarily all negative. You should also justify your choice of research method and explain why you used the methods you did.
<i>Findings</i>	Here you set out your findings. Annotate and explain any diagrams, pictures, charts or graphs. Captions should be used to give further explanation where necessary. Findings should be displayed using appropriate, interesting and detailed methods; these should be clearly explained to the reader.
<i>Conclusions</i>	Your conclusions are what can be said about the results you have managed to gather. You should always say that your conclusions are tentative (not certain, not absolutely definite for all time) and could change if further research was done. Mention any limitations in the evidence which affected your conclusions.
<i>Notes</i>	If you use secondary research or quote from other sources in your findings, you must have your numbered notes (references) here. You should also acknowledge any other help you had. For example, if your questionnaire was done in a small group you must say this and name the other group members.
<i>Bibliography</i>	This is simply a list of all the secondary sources used (books, websites etc.). You should include the title, author, publisher and date of publication. You <u>must</u> reference all sources used.
<i>Appendix/Appendices</i>	You may not need an appendix. It can be used to include anything that doesn't really fit into the main body of the enquiry. For example, if you wrote to someone for information and they replied to you, you could include the whole letter as an appendix. You could copy it all completely into your work or you could quote from it. If you did, in your 'note' you could also say "see appendix".

Unit B033: Independent Enquiry

Mark Scheme

The maximum mark for this paper is 50.

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	AO2 [10 marks]	AO3 [40 marks]			
Marks	Reach reasoned conclusions based on a range of evidence AO2c	Apply appropriate research methodology AO3a	Locate, select and organise material relevant to the enquiry AO3b	Record and present findings in a coherent and purposeful form AO3c	Evaluate the research methodology employed in the enquiry AO3d
0	No evidence submitted or response does not address the question.	No evidence submitted or response does not address the question.			
1-2	The candidate reaches a conclusion linked loosely to some information in the enquiry	The candidate submits some concrete ideas described in an easily understandable way.	The candidate locates some appropriate information.	The candidate presents some relevant information. Written work is clear enough to allow an understanding of the general focus of the enquiry. The candidate has either written relatively little or it is of some length but the content is not focussed on the task(s). Text is difficult to read with poor spelling and grammar and little punctuation.	The candidate describes the research methods adopted
3-4	The candidate reaches an acceptable conclusion that is linked to evidence.	The candidate's enquiry has an implicit research strategy underpinning it.	The candidate locates some relevant information from which selections are made.	The candidate uses some appropriate methods to present findings relevant to the research subject. Written communication is clear and uses simple conventions of grammar and punctuation with reasonable accuracy. The meaning is largely clear. The work of the candidate lacks precision and succinctness, but the work presented still does not exceed the prescribed word limit.	The candidate describes the research methods accurately and identifies at least one problem with the methods chosen.
5-6	The candidate reaches an acceptable conclusion that draws on specific evidence.	The candidate's enquiry is well organised with an explicit and coherent research strategy.	The candidate locates selects and organises relevant information in a coherent way.	The candidate records and presents their findings clearly and accurately, using specific methods, showing an understanding of why some presentation methods are more appropriate than others. Written communication is clear with grammar and punctuation used with reasonable accuracy. The candidate has written with precision or succinctness and has not exceeded the prescribed word limit.	The candidate describes the research methodology fully and accurately giving reasons for their choice, mentioning some strengths and weaknesses.

	AO2 [10 marks]	AO3 [40 marks]			
Marks	Reach reasoned conclusions based on a range of evidence AO2c	Apply appropriate research methodology AO3a	Locate, select and organise material relevant to the enquiry AO3b	Record and present findings in a coherent and purposeful form AO3c	Evaluate the research methodology employed in the enquiry AO3d
7-8	The candidate reaches an acceptable and relevant conclusion that uses a selection from evidence within the enquiry to support it.	The candidate produces a well organised enquiry that is logical and coherent. It has an obvious research based structure. The content and commentary form a clear picture of what is being recounted.	The candidate locates and selects relevant information and shows an understanding of appropriate techniques for collecting different types of information.	The candidate records and presents their findings showing a well founded understanding of appropriate methods, applied in a clear, accurate and well ordered fashion, using technical language in context. Written communication is clear with mostly accurate grammar and punctuation. The candidate has written with some precision and succinctness, but has not exceeded the prescribed word limit.	The candidate describes the research methodology fully and accurately giving reasons for their choice. Strengths and weaknesses are discussed, with some suggestions of alternatives that could be used.
9-10	The candidate reaches an acceptable and relevant conclusion that is based on a thorough evaluation of the range of evidence presented in the enquiry.	The candidate's enquiry is detailed and coherent. An explicit methodology has been applied appropriately. Separate sections are related to the general direction of the enquiry.	The candidate shows a good understanding of the techniques used to collect different types of information. The selection of sources shows an awareness of the need for comparison.	The candidate records and presents their findings in a most appropriate way, paying attention to reader accessibility, with a close relationship to the subject of research and the evidence collected. The enquiry is organised in a coherent and effective manner, consistently applied throughout. Written communication is very clear and precise, using accurate grammar and punctuation. The candidate has written with precision and succinctness, so that the candidate does not exceed the prescribed word limit.	The candidate describes and evaluates the research methodology employed, deficiencies are discussed, with suggestions for positive improvements or the use of alternative valid methodologies.

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