

Humanities

General Certificate of Secondary Education **1939/02**

Paper 2

Mark Scheme for June 2010

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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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 Assistant examiners should mark all scripts in red ink except those scripts sent to the Principal Examiner for standardisation. Standardisation scripts will be marked in pencil and revised in red ink after being returned from the PE.
- 2 Half marks must not be used.
- 3 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.
- 4 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.
- 5 Marks should be indicated in the right hand margin. The levels corresponding to these marks should be indicated in the body of the text where the level is triggered.
- 6 At the end of each question, the total mark achieved by the candidate for that question **must** be indicated in a circle.
- 7 The total mark for each question should be transferred to the front page of the script. The marks for the questions should be totalled and indicated.
- 8 Candidates are informed that marks for Quality of Written communication will be awarded in questions: Section A Question 5, Section B Question 6 and Section C Questions 12 and 13. Markers should award the top mark in the level achieved to reward QWC.

Weighting of Assessment Objectives

	Knowledge and Understanding AO1	Interpretation and Evaluation AO2
Section A	N/A	Questions 1 – 5: 16 of the 50 marks awarded.
Section B	Question 6: 10 of the 50 marks awarded.	Questions 5 and 6: 10 of the 20 marks awarded.
Section C	N/A	Questions 7 – 13: 24 of the 50 marks awarded.
Overall	10 marks of the 50 awarded. Reduced to 5% of the total grade by weighting.	40 marks of the 50 awarded. Reduced to 20% of the total grade by weighting.

Question	Section A: (Assessment Objective 2, 16 Marks)	Mark
1	25% or 24%	1
2	It is a steadily rising trend.	1
3	<p>Level 1: Candidate makes a general statement about quantitative research eg you ask closed questions.</p> <p>Level 2: Candidate makes a developed statement as level 1 but also identifies the strength/weakness of this type of data/ it does not allow people to say what they think/it gives data which can be used easily.</p>	<p>1</p> <p>2-3</p>
4	<p>Level 1: Candidate makes a general but unexplained statement about governments campaigns on healthy eating eg people know what is healthy/do not always eat healthy.</p> <p>Level 2: Candidate makes a general but developed statement about the governments campaigns on healthy eating eg uses information from document to support/49% of people try to eat healthily/concerned health advocates/traditional cooking enthusiasts – top of level if convincingly explained.</p> <p>Level 3: Candidate makes a developed statement about both groups eg as in Level 2 but makes arguments that do not support eg 51% of people either do not care/ are prepared to eat convenience food/ health conscious pragmatists/convenience driven health rejecters – explanation required for top of level.</p>	<p>1</p> <p>2-3</p> <p>4-5</p>
5	<p>Level 1: Candidate makes a general response why the statement may be true or false. eg the number of people who know about 5 a day is steadily rising/ most tourist attractions provide unhealthy food/some people choose not to eat healthily.</p> <p>Level 2: Candidate offers a developed response to either support or contradict the statement. Evidence from the documents offered to gain top mark at this level eg either Document B shows that peoples awareness is rising/ Document A gives examples of numbers of people who either are or know they should eat healthily/ Document C shows some tourist attractions are trying against Document A shows many people are aware but choose to positively ignore what they know/ Document B does not prove that people do it only that they know about it/ Document C shows about 70% of tourist attractions are not really trying.</p> <p>Level 3: Candidate offers a developed response to both support and contradict clearly citing from the documents. To gain a top mark at this level the candidate should refer to the strengths and weaknesses of the documents eg As Level 2 – but uses all three Documents to produce a balanced response.</p>	<p>1-2</p> <p>3-4</p> <p>5-6</p>
	Total	16

Question	Section B: (Assessment Objective 1, 10 Marks)	Mark
6	Level 1: A brief account of questionnaire/survey/interview to find out peoples attitudes to healthy eating.	1-2
	Level 2: A more detailed account of the data collection process, specifying the type of questionnaire, questions and collection process.	3-4
	Level 3: As Level 2 but a well written and detailed account related to a systematic study.	5
	Level 1: Candidate identifies general problems involved in interviewing people eg telling the truth, interviewer bias.	1-2
	Level 2: As Level 1 but candidate is more specific about issues of validity and reliability with examples.	3-4
	Level 3: As Level 2 but a well written and detailed account.	5
	Total	10

Question	Section C: (Assessment Objective 2, 24 Marks)	Mark
7	If everyone buying a new car chose the most fuel efficient model.	1
8	It is easier by car.	1
9	24% strongly agree they are willing to reduce their car use. 30% tend to agree they are willing to reduce their car use.	1 1
10	Level 1: Simple statement eg they support less cars and flying. Level 2: Develops Level 1 by using the document to demonstrate that there is no clear cut statement about attitudes towards flying and car use eg many people appear to be giving the environmentally sound answers/when it comes to giving up flying or the car much less support/they like the principle but are not prepared to be inconvenienced. Level 3: Develops Level 2 by offering reason for the ambivalence eg when put on the spot people try to give the answers that make them look best.	1 2-3 4
11	Level 1: Candidate uses information in document D to respond to the question eg if everybody joins in CO2 will be reduced. Level 2: Candidate offers detailed explanation as to why information can be useful: eg makes extensive use of the data to support the usefulness of the document to a researcher quoting figures and conclusions – 8% can be cut from emissions by following smarter driving tips. Level 3: Candidate clearly identifies the limitations of relying on one account eg questions reliability of document/ links to organisation which produced it/ contains no support for facts/stats put forward.	1-2 3-4 5-6
12	Level 1: Candidate offers a rudimentary answer that either agrees or disagrees with the statement e. g. either Document E shows that people support it or Document F shows that people do not do it. Level 2: Candidate agrees or disagrees with the statement and offers some evidence from the sources to back up conclusions eg either candidate draws information from Documents E and F to offer a rationale for disagreeing with the statement – Document F clearly shows that people put inconvenience higher than environmental issues Document E supports this indicating public attitudes these are aspirational but are unlikely to be supported by action or Document D although having no clear evidence does indicate that with a little effort people could make a significant difference Document E merely shows there is a groundswell of opinion to work on. Level 3: Candidate agrees and disagrees with the statement and offers some evidence from the sources to back up conclusions eg candidate offers elements of both parts of Level 2 with some support from the documents.	1-2 3-4 5-6

Question	Section C: (Assessment Objective 2, 24 Marks)	Mark
	<p>Level 4: Candidate agrees and disagrees with the statement and offers detailed evidence from the sources to back up conclusions eg as Level 3 with clear reference to documents to support arguments for and against the statement. Quotes from documents are used to support statements in context.</p> <p>Level 5: As Level 4 but in addition candidate offers detailed evidence to justify a conclusion. To achieve top of level the candidate must offer a sophisticated evaluation of the documents to form a conclusion eg Agrees with the statement because the information provided is much stronger in support than against.</p>	<p>7-8</p> <p>9-10</p>
	Total	24

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