



**General Certificate of Secondary Education  
June 2012**

**Humanities**

**40702**

**Paper 2**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## **GCSE Humanities 40702**

All examiners should bear in mind that we are assessing the level of attainment of the notional 16-year-old. Examples in the mark scheme are for guidance only. They are neither exhaustive nor prescriptive. It is unlikely that students at this level will express themselves so formally. If they offer alternative answers to the examples in the mark scheme, and these are appropriate to the question, then credit should be given.

### **Quality of Written Communication (QWC)**

Students are required to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this paper, Quality of Written Communication will be assessed in questions **06, 12, 18, 24** and **30**.

## 1 INTRODUCTION

This mark scheme has been designed to address the Assessment Objectives in the GCSE Humanities specification.

Parts of this mark scheme adopt a 'levels of response' approach, showing that students are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Humanities.

## 2 MARKING PRINCIPLES

**Consistency of marking** It is of vital importance that every examiner applies the mark scheme in the same way throughout the marking period, as directed by the Principal Examiner.

**Positive marking** Mark positively at all times, giving credit for what students know, understand and can do. Do not think in terms of a model answer to the question. Every answer should be marked on its merits.

**Errors** Obviously, errors can be given no credit but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer. As a general rule, give credit for what is relevant, accurate and valid.

**Answers in note form** Answers in note form to any question should be credited in so far as the student's meaning is communicated. You must not try to read things into what has been written.

**Diagrams, etc.** Credit should be given for information provided by the students in diagrams, tables, maps, etc, provided that it has not already been credited in another form.

**Answers which do not fit the marking scheme** Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. All valid responses must be given credit, even if they do not fit the mark scheme. If in doubt, contact your Senior Examiner for advice.

## 3 USING A LEVELS OF RESPONSE MARK SCHEME

There are several ways in which any question can be answered – in a simple way by less able students and in more sophisticated ways by students of greater ability. In the mark scheme, different types of answers are identified and are arranged in a series of levels, each of which is allocated a range of 3 marks.

### 12-mark questions using the sources: converting levels into marks

Having decided on the level, think initially in terms of awarding the **middle** mark of the three in that range. Then decide whether to stay at or move up or down from this initial mark by taking into account the following considerations.

- How well are points developed?
- How well has the source material been used?
- How much accurate knowledge/understanding is shown?
- How relevant is the answer to the question set?
- Is there a logical argument?
- Is there evidence of individual thought?

Do not be afraid to award the highest mark in any level for appropriate answers.

## 12-mark questions using students' own studies: converting levels into marks

The descriptors provided in this mark scheme concerning the Quality of Written Communication (QWC) must be applied to 12-mark questions using students' own studies (the last question of each option). Use the mark scheme for the relevant question, eg Question 06, to decide the level, eg Level 3. Then use the QWC descriptor to decide the mark within that level. You should judge the answer on a 'best fit' basis, according to how well it meets the QWC descriptor as a whole, again starting from the middle mark of the three.

### How to assess answers to 12-mark questions

The major factor to bear in mind is that we are dealing with 16-year-old students who are writing under examination conditions and have about 12 minutes to answer a 12-mark question. The aim is to reward positively students who show a Humanities awareness and way of thinking.

#### 1. 12-mark questions using the sources: source-based analysis and evaluation (AOs 2-3)

For these questions, students need to make use of the sources provided and their own studies. The use of sources is not just a quantitative exercise: students need to develop the sources and add them to their arguments. This is not necessarily a huge task, as we are talking about 12 minutes' writing by young students under examination conditions. However, it is worth remembering that all the sources have been made available to students in advance of the examination. They will also have been taught about the relevant topic in lessons prior to the examination.

Answers in **Levels 1-2** (0-6 marks) are likely to focus on the sources and tend to repeat, quote or paraphrase aspects of the sources without development.

**Level 1** (0-3 marks) is awarded for a simple answer, probably simply expressed and showing a simple level of thought. It may well just be an assertion based on the sources or the student's own knowledge. These answers tend to be brief. The examples given in mark schemes are generally just assertions from the sources.

At **Level 2** (4-6 marks), students tend to derive material at a descriptive level from the sources or from their own knowledge. Evidence is presented but it is not developed. Answers are likely to contain more material than at Level 1, though we are looking for quality of thought rather than quantity of material. Students attempt to answer the question but at this level their explanation is likely to be superficial, undeveloped and unconvincing. They often fail to see the complexities of potential explanations.

At **Level 3** (7-9 marks), the student addresses the question and provides a sound and adequate level of response, usually referring to all sources. There may be use of own examples which are pertinent and relevant. The student shows the ability to generalise beyond the source(s), using own knowledge and case studies to amplify relevant factors and points. The student identifies at least one strand in the question and develops this strand.

For **Level 4** (10-12 marks), it is essential to reward the quality of argument – not specifically a conclusion, but an appreciation of the factors involved. Where there is a conclusion, it may be implicit throughout rather than drawn together at the end. The answer directly addresses the question and shows insight. All sources are used at this level: the answer is wide-ranging but it could also deal in depth with a strand of the question. We are looking for breadth or depth, generalisations beyond the sources, and understanding of the broader implications of the question posed. The responses will be developed, sustained and analytical. There may well be useful and relevant examples.

Remember that the very best students will deserve to score more than 12 out of 12, but clearly cannot be rewarded with more than 12 marks. Students can score the maximum mark for providing a thorough, holistic Humanities-based response showing both understanding and analysis of the question.

## **2. 12-mark questions: explanation (AO1, AO2)**

The approach to the last question in each option follows the same logical progression as for the source-based 12-mark question, though no sources are provided in the question.

The progression of answers from simplistic and descriptive (Levels 1-2) to explanatory (Levels 3-4) is usually easier to identify here. The examiner is again looking to reward the quality of thought that underlies the answer.

Frequently, at the higher levels (Levels 3-4), the student shows the ability to see different points of view or the complexity of the question. Again, it is worth emphasising that the answer is the product of roughly 12 minutes' writing. The main consideration is not the number of points made but how well the answer has been explained.

**OPTION 1: CONFLICT AND CO-OPERATION**

<b>01</b>	Using <b>Source A</b> , give <b>two</b> examples of segregation in the USA.	<i>(2 marks)</i>
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**TARGET AO1**

Two from: housing, schools, hospitals, employment, transport/buses. 2 x 1 = 2

<b>02</b>	Using <b>Source B</b> , explain why the Montgomery Bus Boycott was successful.	<i>(4 marks)</i>
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**TARGET AO1**

One or more simple assertions from the source, eg loss of money; decision by Supreme Court; growing support across USA; lasted 13 months. 1-2  
 Explanation/use of the source, eg the bus company couldn't afford to lose money; therefore segregation was no longer legal. 3-4

<b>03</b>	Assess the view that peaceful protest can successfully resolve national conflict. Use <b>Sources A and B</b> and your own studies to answer.	<i>(12 marks)</i>
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**TARGET AO2, AO3**

Nothing relevant or worthy of credit. 0

**LEVEL 1 Simple assertions or separate points** extracted from a source **and/or** own studies.

- The answer might reflect only one point of view, possibly taken from a source.
- May build to a simple conclusion.
- Possible examples: non-violent demonstrations against injustice; bus boycott lasted for 13 months. 1-3

**LEVEL 2 Simple explanation**, using at least one of the sources **and/or** own studies.

- Evidence from the sources is presented but is not developed.
- May build to a simple and clear conclusion.
- Possible examples: the bus boycott was well supported by black people; the protest gained support across the USA. 4-6

**LEVEL 3 Sound analysis and evaluation**

- The response focuses on the question.
- The student presents an argument supported by information drawn from the sources **and** own studies.
- Evidence from the sources is developed or used effectively rather than just being presented.
- May build to a reasoned conclusion.

Uses examples about the type of leader Martin Luther King was, ie that he was a religious man and believed in peaceful protest (Source A); the boycott was well supported and sustained and eventually given legal backing by the US Supreme Court (Source B). Recognises that non-violent protest was successful despite harassment and intimidation from white racists which forced Rosa Parks to move to Detroit and led to Martin Luther King's assassination four years later.

**NOTE Max 8 marks** if the student uses only the sources **or** only own studies. 7-9

**LEVEL 4 Reasoned and detailed analysis and evaluation**

The answer contains some or all of the following features.

- A range of points
- A sustained focus on the question
- Draws widely from and links both sources together
- Uses own studies relevantly and accurately
- Shows understanding of the complexity of the issues
- May build to a reasoned and detailed conclusion.

Covers the range of issues, effects and actions (as in Level 3) but recognises that sometimes peaceful protest (as advocated by Martin Luther King and other leaders like Gandhi) can be met with violence and more forceful/violent responses may be appropriate towards people who do not recognise and respect peaceful protest and are not prepared to allow individuals to exercise their human rights and freedoms. Also recognises that if violent protest takes place then the authorities may have to resort to the use of violence to restore order and protect these rights.

10-12

<b>04</b>	Give the meaning of the term 'power'. Use your own studies to answer.	<i>(2 marks)</i>
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**TARGET AO1**

An accurate statement <i>conveying the idea</i> of having control/ability to do something.	1
Adding that power may be legal/elected power (authority to exercise power). Credit relevant examples, ie Parliament; the Queen.	2

<b>05</b>	Briefly explain <b>two</b> effects of individual or small group conflict. Use your own studies to answer.	<i>(4 marks)</i>
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**TARGET AO1**

Mark each of the two effects out of two marks, as follows.

A descriptive statement, eg argument; violence; isolation; emotions/opinion or view, etc.	1
A developed statement of effects, eg argument may result in violence developing; emotions may lead to further upset/more serious feelings.	2

2 x 2 marks

<b>06</b>	<p>Explain why democracy can help to protect the freedom of individuals. Use your own studies to answer. You should write about <b>at least two</b> of the following:</p> <ul style="list-style-type: none"> <li>• authority</li> <li>• rights</li> <li>• responsibilities</li> <li>• dictatorship.</li> </ul>	<i>(12 marks)</i>
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**TARGET AO1, AO2**

**NOTE** The descriptors below determine the level. The Quality of Written Communication determines the mark within each level: see the box below.

Nothing relevant or worthy of credit. 0

**LEVEL 1 Simple statements and assertions**

- democracy ensures the right to vote
- democracy ensures the right to protest
- may not fully understand precisely the meaning of key terms
- may build to a simple conclusion. 1-3

**LEVEL 2 Descriptive or list-style answer**

- develops from Level 1 and shows a sound understanding of key terms on at least two effects of democracy such as freedom of speech, vote, expression, association, etc
- starts to use/describe examples of how democracy can affect society
- may build to a simple and clear conclusion. 4-6

**LEVEL 3 Sound explanation**

- develops from Level 2 and shows a good understanding of key terms on at least two effects (positive or negative) of democracy such as freedom of speech, vote, expression, association, lack of representation, dominance of bureaucracy
- uses/describes clearly examples of how democracy can affect society
- shows good knowledge of at least two effects and explains them with clarity and precision
- uses examples from own studies to illustrate answer
- may build to a reasoned conclusion. 7-9

**LEVEL 4 Reasoned and detailed explanation**

Develops from Level 3 and contains some or all of the following:

- a range of arguments on at least two of the bullet points
- a sustained focus on the question
- uses relevant information/examples in-depth from own studies
- shows links between the role/function of democracy
- shows understanding of the complexity of the issues
- may build to a reasoned and detailed conclusion. 10-12

<b>Descriptors for Quality of Written Communication (QWC)</b>		<b>Marks</b>
Level 1	<ul style="list-style-type: none"> <li>• Style of writing is simple for the subject matter.</li> <li>• Simple expression of ideas, description; uses few or no specialist terms.</li> <li>• Limited accuracy of spelling, punctuation and grammar.</li> </ul>	0-3
Level 2	<ul style="list-style-type: none"> <li>• Style of writing is appropriate for the subject matter.</li> <li>• Good expression of ideas; uses some specialist terms appropriately.</li> <li>• Reasonable accuracy of spelling, punctuation and grammar.</li> </ul>	4-6
Level 3	<ul style="list-style-type: none"> <li>• Style of writing is developed, but could be improved.</li> <li>• Reasonable clarity and fluency of expression of ideas; uses a range of specialist terms appropriately.</li> <li>• Considerable accuracy of spelling, punctuation and grammar.</li> </ul>	7-9
Level 4	<ul style="list-style-type: none"> <li>• Style of writing is developed well.</li> <li>• Organises relevant information and ideas clearly and coherently; uses a wide range of specialist vocabulary appropriately.</li> <li>• Accurate spelling, punctuation and grammar.</li> </ul>	10-12

**Total for Option: 36 marks**

**OPTION 2: PREJUDICE AND PERSECUTION**

<b>07</b>	Using <b>Source C</b> , give <b>two</b> ways in which the Criminal Justice System in England and Wales can punish offenders.	<i>(2 marks)</i>
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**TARGET AO1**

Two from: arrests; cautions; probation; supervision; prison (NB: **not** stop and search). 2 x 1 = 2

<b>08</b>	Using <b>Source D</b> , explain why the Criminal Justice System is important in protecting individuals from discrimination in the UK.	<i>(4 marks)</i>
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**TARGET AO1**

One or more simple assertions from the source, eg hear claims; protect rights and freedoms; fair trial, etc. 1-2  
 Explanation/use of the source, eg so discrimination can be tackled; punishing racists; ensuring equality for all ethnicities and genders. 3-4

<b>09</b>	Assess the view that all citizens of the UK can expect fair treatment from the Criminal Justice System. Use <b>Sources C and D</b> and your own studies to answer.	<i>(12 marks)</i>
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**TARGET AO2, AO3**

Nothing relevant or worthy of credit. 0

**LEVEL 1** **Simple assertions or separate points** extracted from a source **and/or** own studies.

- The answer might reflect only one point of view, possibly taken from a source. 1-3
- May build to a simple conclusion, eg white jurors are more likely to think black people are guilty; black people are more likely to get arrested, stopped and searched; the CJS protects rights.

**LEVEL 2** **Simple explanation**, using at least one of the sources **and/or** own studies.

- Evidence from the sources is presented but is not developed. 4-6
- May build to a simple and clear conclusion, eg white jurors are subconsciously prejudiced; black people are 2.6% of the population but 14.4% of prison population.

**LEVEL 3** **Sound analysis and evaluation**

- The response focuses on the question.
- The student presents an argument supported by information drawn from the sources **and** own studies.
- Evidence from the sources is developed or used effectively rather than just being presented.
- May build to a reasoned conclusion.

Uses examples from the statistics (Source C), to express how ethnic minorities are treated unfairly by the CJS and examples of prejudice and discrimination in Professor Johnson's experiment (Source D), and recognises that whilst the CJS sets out to treat all offenders equally, the evidence suggests otherwise.

**NOTE** **Max 8 marks** if the student uses only the sources **or** only own studies. 7-9

**LEVEL 4 Reasoned and detailed analysis and evaluation**

The answer contains some or all of the following features.

- A range of points.
- A sustained focus on the question.
- Draws widely from and links both sources together.
- Uses own studies relevantly and accurately.
- Shows understanding of the complexity of the issues.
- May build to a reasoned and detailed conclusion.

Covers the range of issues, effects and actions (as in Level 3) but recognises and develops arguments that racial discrimination does exist and many police officers, lawyers, judges and jurors stereotype and label ethnic minorities. This means that some groups cannot be guaranteed fairness and equality, and this may contribute further to prejudice and discrimination in society. Students may introduce the concept of institutional discrimination/racism to develop their answer.

10-12

<b>10</b> Give the meaning of the term 'persecution'. Use your own studies to answer. <span style="float: right;"><i>(2 marks)</i></span>
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**TARGET AO1**

An accurate statement <i>conveying the idea</i> of discrimination/maltreatment.	1
Adding discrimination aimed at a culture/religion/specific group. Credit relevant examples, eg Hitler persecuted the Jews.	2

<b>11</b> Briefly explain <b>two</b> effects of discrimination. Use your own studies to answer. <span style="float: right;"><i>(4 marks)</i></span>
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**TARGET AO1**

Mark each of the two effects out of two marks.	
A descriptive statement, eg unfair treatment; rights and freedoms are restricted; not getting a job, etc.	1
A developed statement, eg restricted rights mean less opportunities; inequality; less income; mental/physical effects on individuals, etc.	2

(2 x 2 marks)

**12** Explain how the level of prejudice in society can be influenced by the media. Use your own studies to answer. You should write about **at least two** of the following:

- ignorance
- stereotypes
- the role of socialisation
- intolerance.

(12 marks)

**TARGET AO1, AO2**

**NOTE** The descriptors below determine the level. The Quality of Written Communication determines the mark within each level: see the box below.

Nothing relevant or worthy of credit. 0

**LEVEL 1 Simple statements and assertions**

- TV/film may portray stereotypical images
- magazines may portray gender stereotypes/biased images of gender
- may build to a simple conclusion. 1-3

**LEVEL 2 Descriptive or list-style answer**

- develops from Level 1 and shows a sound understanding of key terms on at least two effects of the media and starts to use/describe examples of images that may be unrealistic/biased/stereotyped
- may build to a simple and clear conclusion. 4-6

**LEVEL 3 Sound explanation**

- develops from Level 2 and shows a good understanding of key terms on at least two effects of the media
- uses/describes clearly how examples of images may be unrealistic/biased/stereotyped
- shows good knowledge of at least two effects and explains them with clarity and precision
- uses examples from own studies to illustrate answer
- may build to a reasoned conclusion. 7-9

**LEVEL 4 Reasoned and detailed explanation**

Develops from Level 3 and contains some or all of the following:

- a range of arguments on at least two of the bullet points
- a sustained focus on the question
- uses relevant information/examples in-depth from own studies
- shows links between the prejudice/influence of the media
- shows understanding of the complexity of the issues
- may build to a reasoned and detailed conclusion. 10-12

<b>Descriptors for Quality of Written Communication (QWC)</b>		<b>Marks</b>
Level 1	<ul style="list-style-type: none"> <li>• Style of writing is simple for the subject matter.</li> <li>• Simple expressions of ideas, description; uses few or no specialist terms.</li> <li>• Limited accuracy of spelling, punctuation and grammar.</li> </ul>	0-3
Level 2	<ul style="list-style-type: none"> <li>• Style of writing is appropriate for the subject matter.</li> <li>• Good expression of ideas; uses some specialist terms appropriately.</li> <li>• Reasonable accuracy of spelling, punctuation and grammar.</li> </ul>	4-6
Level 3	<ul style="list-style-type: none"> <li>• Style of writing is developed, but could be improved.</li> <li>• Reasonable clarity and fluency of expression of ideas; uses a range of specialist terms appropriately.</li> <li>• Considerable accuracy of spelling, punctuation and grammar.</li> </ul>	7-9
Level 4	<ul style="list-style-type: none"> <li>• Style of writing is developed well.</li> <li>• Organises relevant information and ideas clearly and coherently; uses a wide range of specialist vocabulary appropriately.</li> <li>• Accurate spelling, punctuation and grammar.</li> </ul>	10-12

**Total for Option: 36 marks**

**OPTION 3: GLOBAL INEQUALITY**

<b>13</b>	Using <b>Source E</b> , name <b>two</b> countries with a GDP per capita less than the UK.	<i>(2 marks)</i>
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**TARGET AO1**

Two from: Venezuela, Brazil, India, Kenya, Bangladesh, Malawi or Burundi. 2 x 1 = 2

<b>14</b>	Using <b>Source F</b> , explain <b>one</b> advantage <b>and one</b> disadvantage of using a 'poverty line' based only on income.	<i>(4 marks)</i>
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**TARGET AO1**

Advantage explained from: comparisons easy; simple standard; can be updated easily; it works (eg LEDCs and MEDCs in ranking). 1-2

Disadvantage explained from: does not look at other indicators such as social/environmental; poverty affects people in different ways; just above and below can be misleading – poverty is complex. 3-4

<b>15</b>	Assess the view that measuring wealth and poverty is difficult. Use <b>Sources E and F</b> and your own studies to answer.	<i>(12 marks)</i>
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**TARGET AO2, AO3**

Nothing relevant or worthy of credit. 0

**LEVEL 1** **Simple assertions or separate points** extracted from a source **and/or** own studies.

- The answer might reflect only one point of view, possibly taken from a source.
- May build to a simple conclusion, eg money isn't everything; education and health are important. 1-3

**LEVEL 2** **Simple explanation**, using at least one of the sources **and/or** own studies.

- Evidence from the sources is presented but is not developed.
- May build to a simple and clear conclusion, eg income may not secure these basic rights/needs; lack of education/health care may affect quality of life. 4-6

**LEVEL 3** **Sound analysis and evaluation**

- The response focuses on the question.
- The student presents an argument supported by information drawn from the sources **and** own studies.
- Evidence from the sources is developed or used effectively rather than just being presented.
- May build to a reasoned conclusion.

Uses examples about the benefits of using a range of indicators like the HDI to measure wealth and poverty (source F), recognises that Income (or GDP per capita) only indicate financial measure (source E) and other social, environmental and political variables will have an impact on the quality of life in a country, eg environmental disasters, civil war, dictatorships, etc.

**NOTE** **Max 8 marks** if the student uses only the sources **or** only own studies. 7-9

**LEVEL 4 Reasoned and detailed analysis and evaluation**

The answer contains some or all of the following features:

- a range of points
- a sustained focus on the question
- draws widely from and links both sources together
- uses own studies relevantly and accurately
- shows understanding of the complexity of the issues
- may build to a reasoned and detailed conclusion.

Covers the range of issues, effects and actions (as in Level 3) but recognises that individuals may be better off with less income but better health care and more access to education. Recognises that the HDI may be a more accurate measure than just using GDP per capita but only includes a narrow range of variables (education and health care); recognises that there are a lot of other variables.

- social – level of HIV/AIDS, child abuse, women’s rights, etc
- economic – unemployment, price inflation, workers’ rights, health and safety standards, etc
- environmental – pollution levels, congestion, etc
- political – democracy, human rights, etc.

10-12

<b>16</b>	Give the meaning of the term ‘colonialism’. Use your own studies to answer.	<i>(2 marks)</i>
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**TARGET AO1**

An accurate statement <i>conveying the idea</i> of controlling other countries.	1
Adding expansion of trade/conquest/empire. Credit relevant examples, eg British in India.	2

<b>17</b>	Briefly explain <b>two</b> causes of low life expectancy in less economically developed countries (LEDCs). Use your own studies to answer.	<i>(4 marks)</i>
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**TARGET AO1**

Mark each of the two causes out of two marks.

A descriptive statement, eg poor diet/poor health care/poverty/low income/pollution; lack of sanitation; no access to clean water; war.	1
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A developed statement, eg poor health will increase the impact of illness/disease; low income will mean a poor diet; less access to health care.	2
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(2 x 2 marks)

**18** Explain why the terms of trade between less economically developed countries (LEDCs) and more economically developed countries (MEDCs) is unfair. Use your own studies to answer. You should write about **at least two** of the following:

- primary product dependency
- the poverty cycle
- debt burden
- corruption.

*(12 marks)*

**TARGET AO1, AO2**

**NOTE** The descriptors below determine the level. The Quality of Written Communication determines the mark within each level: see the box below.

Nothing relevant or worthy of credit.

0

**LEVEL 1 Simple statements and assertions**

- farmers in LEDCs get paid very low prices for their crops
- MEDCs can control the prices they pay
- may build to a simple conclusion.

1-3

**LEVEL 2 Descriptive or list-style answer**

- develops from Level 1 and shows a sound understanding of key terms on at least two reasons for unfair trade and starts to use/describe examples of how these reasons create unfair trade
- may build to a simple and clear conclusion.

4-6

**LEVEL 3 Sound explanation**

- develops from Level 2 and shows a good understanding of key terms on at least two reasons for unfair trade
- shows good knowledge of at least two reasons and explains them with clarity and precision
- uses examples from own studies to illustrate answer
- may build to a reasoned conclusion.

7-9

**LEVEL 4 Reasoned and detailed explanation**

Develops from Level 3 and contains some or all of the following:

- a range of arguments on at least two of the bullet points
- a sustained focus on the question
- uses relevant information/examples in-depth from own studies
- shows links between unfair trade/development of LEDCs
- shows understanding of the complexity of the issues
- may build to a reasoned and detailed conclusion.

10-12

<b>Descriptors for Quality of Written Communication (QWC)</b>		<b>Marks</b>
Level 1	<ul style="list-style-type: none"> <li>• Style of writing is simple for the subject matter.</li> <li>• Simple expressions of ideas, description; uses few or no specialist terms.</li> <li>• Limited accuracy of spelling, punctuation and grammar.</li> </ul>	0-3
Level 2	<ul style="list-style-type: none"> <li>• Style of writing is appropriate for the subject matter.</li> <li>• Good expression of ideas; uses some specialist terms appropriately.</li> <li>• Reasonable accuracy of spelling, punctuation and grammar.</li> </ul>	4-6
Level 3	<ul style="list-style-type: none"> <li>• Style of writing is developed, but could be improved.</li> <li>• Reasonable clarity and fluency of expression of ideas; uses a range of specialist terms appropriately.</li> <li>• Considerable accuracy of spelling, punctuation and grammar.</li> </ul>	7-9
Level 4	<ul style="list-style-type: none"> <li>• Style of writing is developed well.</li> <li>• Organises relevant information and ideas clearly and coherently; uses a wide range of specialist vocabulary appropriately.</li> <li>• Accurate spelling, punctuation and grammar.</li> </ul>	10-12

**Total for Option: 36 marks**

**OPTION 4: FAMILY AND SOCIALISATION**

<b>19</b>	Using <b>Source G</b> , name <b>two</b> places where arranged marriages are common.	<i>(2 marks)</i>
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**TARGET AO1**

Two from: South Asia, Middle East, Africa.	2 x 1 = 2
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<b>20</b>	Using <b>Source H</b> , explain why more arranged marriages are failing.	<i>(4 marks)</i>
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**TARGET AO1**

One or more simple assertions from the source, eg age-gap; being forced; abusive; loveless.	1-2
Explanation/use of the source, eg impact of western culture; no personal relationship/connection with future husband/wife; different interests.	3-4

<b>21</b>	Assess the view that arranged marriages have no place in UK society today. Use <b>Sources G and H</b> and your own studies to answer.	<i>(12 marks)</i>
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**TARGET AO2, AO3**

Nothing relevant or worthy of credit.	0
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**LEVEL 1 Simple assertions or separate points**

- Extracted from a source **and/or** own studies.
  - The answer might reflect only one point of view, possibly taken from a source.
  - May build to a simple conclusion, eg I can't believe parents would encourage a loveless, abusive marriage; some are forced marriages.
- 1-3

**LEVEL 2 Simple explanation, using at least one of the sources and/or own studies**

- Evidence from the sources is presented but is not developed.
  - May build to a simple and clear conclusion, eg forced marriages are an abuse of human rights.
- 4-6

**LEVEL 3 Sound analysis and evaluation**

- The response focuses on the question.
- The student presents an argument supported by information drawn from the sources **and** own studies.
- Evidence from the sources is developed or used effectively rather than just being presented.
- May build to a reasoned conclusion.

Uses examples about the benefits of arranged marriages by protecting traditional values, religious practices and culture (Source G) within a multi-cultural and tolerant Britain. Uses examples of individuals' experiences (Source H) that sometimes arranged marriages are happy and successful and are perhaps more successful given the high divorce rate in Britain, especially if they have a choice and can find out if they are compatible (Source H); recognises however that some marriages are forced and can be used to secure British citizenship for immigrants.

<b>NOTE</b>	<b>Max 8 marks</b> if the student uses only the sources <b>or</b> only own studies.	7-9
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**LEVEL 4 Reasoned and detailed analysis and evaluation**

The answer contains some or all of the following features:

- a range of points
- a sustained focus on the question
- draws widely from and links both sources together
- uses own studies relevantly and accurately
- shows understanding of the complexity of the issues
- may build to a reasoned and detailed conclusion.

Covers the range of issues, effects and actions (as in Level 3) but recognises and develops arguments that the freedom and tolerance within British society should allow all religions and faiths to continue to protect their traditions and values as long as it doesn't infringe the rights, freedoms and legal framework of Britain. Recognises the changing nature of British society and the problems that marriage break-up and divorce create when marriages are not arranged.

10-12

<b>22</b>	Give the meaning of the term 'cohabitation'. Use your own studies to answer.	<i>(2 marks)</i>
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**TARGET AO1**

An accurate statement *conveying the idea* of a couple living together. 1

Adding that this is without being married. 2

<b>23</b>	Briefly explain <b>two</b> functions of the family. Use your own studies to answer.	<i>(4 marks)</i>
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**TARGET AO1**

Mark each of two functions out of two marks.

A descriptive statement, eg caring; socialisation; economic; sexual; reproductive; safety, etc. 1

A developed statement, eg the family will provide children with care and guidance as they grow up; the family will provide care for elderly relatives; the family will ensure members have food, shelter, clothes, etc. 2

**24** Explain how the pattern of family life is changing in the UK. Use your own studies to answer. You should write about **at least two** of the following:

- household structure
- family size
- marriage
- divorce.

*(12 marks)*

**TARGET AO1, AO2**

**NOTE** The descriptors below determine the level. The Quality of Written Communication determines the mark within each level: see the box below.

Nothing relevant or worthy of credit. 0

**LEVEL 1 Simple statements and assertions**

- there are more divorces
- more people are living on their own
- may build to a simple conclusion. 1-3

**LEVEL 2 Descriptive or list-style answer**

- develops from Level 1 and shows a sound understanding of key terms/describes clearly at least two changes in the pattern of family life and starts to use/describe examples of these changes
- may build to a simple and clear conclusion. 4-6

**LEVEL 3 Sound explanation**

- develops from Level 2 and shows a good understanding of key terms/describes clearly at least two changes in the pattern of family life
- shows good knowledge of how family life is changing and explains the changes with clarity and precision
- uses examples from own studies to illustrate answer
- may build to a reasoned conclusion. 7-9

**LEVEL 4 Reasoned and detailed explanation**

Develops from Level 3 and contains some or all of the following:

- a range of arguments on at least two of the bullet points
- a sustained focus on the question
- uses relevant information/examples in-depth from own studies
- shows links between family life and changes within society
- shows understanding of the complexity of the issues
- may build to a reasoned and detailed conclusion. 10-12

<b>Descriptors for Quality of Written Communication (QWC)</b>		<b>Marks</b>
Level 1	<ul style="list-style-type: none"> <li>• Style of writing is simple for the subject matter.</li> <li>• Simple expressions of ideas, description; uses few or no specialist terms.</li> <li>• Limited accuracy of spelling, punctuation and grammar.</li> </ul>	0-3
Level 2	<ul style="list-style-type: none"> <li>• Style of writing is appropriate for the subject matter.</li> <li>• Good expression of ideas; uses some specialist terms appropriately.</li> <li>• Reasonable accuracy of spelling, punctuation and grammar.</li> </ul>	4-6
Level 3	<ul style="list-style-type: none"> <li>• Style of writing is developed, but could be improved.</li> <li>• Reasonable clarity and fluency of expression of ideas; uses a range of specialist terms appropriately.</li> <li>• Considerable accuracy of spelling, punctuation and grammar.</li> </ul>	7-9
Level 4	<ul style="list-style-type: none"> <li>• Style of writing is developed well.</li> <li>• Organises relevant information and ideas clearly and coherently; uses a wide range of specialist vocabulary appropriately.</li> <li>• Accurate spelling, punctuation and grammar.</li> </ul>	10-12

**Total for Option: 36 marks**

**OPTION 5: PEOPLE AND WORK**

<b>25</b>	Using <b>Source I</b> , give <b>two</b> examples of flexible working.	<i>(2 marks)</i>
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**TARGET AO1**

Two from: part-time, flexi-time, job sharing, working from home, or others in the source. 2 x 1 = 2

<b>26</b>	Using <b>Source J</b> , explain why flexible working may save money for employers.	<i>(4 marks)</i>
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**TARGET AO1**

One or more simple assertions from the source, eg less office space, machines are used effectively. 1-2  
 Explanation/use of the source, eg machines are producing goods and not standing idle. 3-4

<b>27</b>	Assess the view that flexible working improves productivity. Use <b>Sources I and J</b> and your own studies to answer.	<i>(12 marks)</i>
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**TARGET AO2, AO3**

Nothing relevant or worthy of credit. 0

**LEVEL 1** **Simple assertions or separate points** extracted from a source **and/or** own studies.

- The answer might reflect only one point of view, possibly taken from a source.
- May build to a simple conclusion, eg greater job satisfaction and greater staff morale; set the hours that suit your needs. 1-3

**LEVEL 2** **Simple explanation**, using at least one of the sources **and/or** own studies.

- Evidence from the sources is presented but is not developed.
- May build to a simple and clear conclusion, eg if workers are happier and working the hours that suit their needs, they are going to be more productive, turn up to work more often and improve their skills. 4-6

**LEVEL 3** **Sound analysis and evaluation**

- The response focuses on the question.
- The student presents an argument supported by information drawn from the sources **and** own studies.
- Evidence from the sources is developed or used effectively rather than just being presented.
- May build to a reasoned conclusion.

Uses examples about the rewards of choosing the hours and working patterns that suit the worker's needs (Source I). This allows workers to look after children and elderly relatives without having to give up work. Uses examples of the benefits flexible working brings to employers (Source J) but recognises that some businesses may find it difficult to monitor and measure worker performance and some employees may abuse the freedoms they get.

**NOTE** **Max 8 marks** if the student uses only the sources **or** only own studies. 7-9

**LEVEL 4 Reasoned and detailed analysis and evaluation**

The answer contains some or all of the following features:

- a range of points
- a sustained focus on the question
- draws widely from and links both sources together
- uses own studies relevantly and accurately
- shows understanding of the complexity of the issues
- may build to a reasoned and detailed conclusion.

Covers the range of issues, effects and actions (as in Level 3) and recognises that flexible working brings benefits to employers and employees. Recognises that flexible working patterns rely on a high level of trust and professionalism of workers. Some workers might abuse the freedom that flexible working brings. Develops the answer by looking at the changing nature of work, the impact of new technology and the desire for more flexible working hours and conditions, although some sectors like education, health care may find flexible working difficult to introduce effectively.

10-12

<b>28</b>	Give the meaning of the term 'consumer'. Use your own studies to answer.	<i>(2 marks)</i>
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**TARGET AO1**

An accurate statement *conveying the idea* of buyer/customer. 1

Adding that a 'consumer' purchases goods and services from producers/businesses. 2

<b>29</b>	Briefly explain <b>two</b> reasons why workers might experience job satisfaction. Use your own studies to answer.	<i>(4 marks)</i>
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**TARGET AO1**

Mark each of the two reasons out of two marks.

A descriptive statement, eg sense of worth, a job well done, high pay, success, etc. 1

A developed statement, eg rewarded financially for doing well/meeting targets; achieving success through promotion, responsibility, etc. 2

(2 x 2 marks)

**30** Explain how economic migration affects the UK economy. Use your own studies to answer. You should write about **at least two** of the following:

- skills
- employment
- the European Union
- globalisation.

(12 marks)

**TARGET AO1, AO2**

**NOTE:** Migration could refer to: a) workers into the UK; b) migration out of the UK; c) migration north to south of the UK. Allow individual or company migration.

Nothing relevant or worthy of credit.

0

**NOTE:** The descriptors below determine the level. The Quality of Written Communication determines the mark within each level: see the box below.

**LEVEL 1 Simple statements and assertions**

- migration can bring in skilled workers
- employers can fill vacancies
- may build to a simple conclusion.

1-3

**LEVEL 2 Descriptive or list-style answer**

- develops from Level 1 and shows a sound understanding of key terms on at least two positive and/or negative effects of migration of workers and starts to use/describe examples of these effects
- may build to a simple and clear conclusion.

4-6

**LEVEL 3 Sound explanation**

- develops from Level 2 and shows a good understanding of key terms/describes clearly on at least two positive and/or negative effects of how employers can recruit the workers with the skills they need, although this may cause some unemployment of local workers and burden on local services
- shows good knowledge of at least two positive and/or negative effects and explains them with clarity and precision
- uses examples from own studies to illustrate answer
- may build to a reasoned conclusion.

7-9

**LEVEL 4 Reasoned and detailed explanation**

Develops from Level 3 and contains some or all of the following:

- a range of arguments on at least two of the bullet points
- a sustained focus on the question
- uses relevant information/examples in-depth from own studies
- shows links between migration and the impact on the economy
- shows understanding of the complexity of the issues and balances advantages with disadvantages
- may build to a reasoned and detailed conclusion.

10-12

<b>Descriptors for Quality of Written Communication (QWC)</b>		<b>Marks</b>
Level 1	<ul style="list-style-type: none"> <li>• Style of writing is simple for the subject matter.</li> <li>• Simple expressions of ideas, description; uses few or no specialist terms.</li> <li>• Limited accuracy of spelling, punctuation and grammar.</li> </ul>	0-3
Level 2	<ul style="list-style-type: none"> <li>• Style of writing is appropriate for the subject matter.</li> <li>• Good expression of ideas; uses some specialist terms appropriately.</li> <li>• Reasonable accuracy of spelling, punctuation and grammar.</li> </ul>	4-6
Level 3	<ul style="list-style-type: none"> <li>• Style of writing is developed, but could be improved.</li> <li>• Reasonable clarity and fluency of expression of ideas; uses a range of specialist terms appropriately.</li> <li>• Considerable accuracy of spelling, punctuation and grammar.</li> </ul>	7-9
Level 4	<ul style="list-style-type: none"> <li>• Style of writing is developed well.</li> <li>• Organises relevant information and ideas clearly and coherently; uses a wide range of specialist vocabulary appropriately.</li> <li>• Accurate spelling, punctuation and grammar.</li> </ul>	10-12

**Total for Option: 36 marks**

### **ASSESSMENT GRID – JUNE 2012**

**(Option 1 shown as example. All Options have the same breakdown)**

Question	AO1 recall, select and communicate	AO2 apply	AO3 analyse and evaluate	Total mark for sub- question	x2 to give total mark for QP
01	2			2	4
02	4			4	8
03		6	6	12	24
04	2			2	4
05	4			4	8
06*	6	6		12	24
Total	18	12	6	36	72

\* Includes assessment of QWC

### **Converting Marks into UMS marks**

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)