



**General Certificate of Secondary Education
June 2013**

Humanities

40702

(Specification 4070)

Unit 2: Humanities Options

Final

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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

01 Using **Source A**, state **two** human rights that Aung San Suu Kyi was being denied.

(2 marks)

TARGET AO1

Any **two** points, e.g.

The vote, to participate in free/elections/election campaign, travel around the country, not given fair trial, not allowed to march, not allowed to meet people in groups. Also allow free speech.

2 x 1 = 2

02 Using **Sources A and B**, briefly explain **two** different ways in which a government can try to stop protest.

(4 marks)

TARGET AO1

Any two ways accepted

Basic list of ways a government can stop protest: *Put people under house arrest, use police/soldiers to clear the streets, block websites.*

1-2 marks

Explanation of how these measures would stop the protest: Relevant examples from sources are creditworthy.

Clearing the streets means protest can't get bigger or get out of hand, putting people under arrest means they can't organise protests or lead demonstrations, stop them sending news reports out of the country.

3-4 marks

03 Using **Sources A, B and** your own studies, assess the view that human rights are violated mainly for political reasons.

(12 marks)

TARGET AO2, AO3

LEVEL 1 **Simple statements or points** extracted from the source material **and/or** own studies.

- some may repeat simple points given in question 02 in a Level 1 answer.
- Own studies may be used but description is very general. The answer lacks detail.

Examples: *People can be denied the vote;*
People are put in prison and under arrest;
The government does not let people travel or demonstrate freely.

0-3 marks

LEVEL 2 **Description with very simple explanation**, using at least source material **and/or** own studies.

- Examples are place-specific but mostly descriptive of events or places.
- Student may draw conclusions about the source material without reference to places/events.
- May build to a simple conclusion.

Example extract: *In China you are not allowed to demonstrate on the streets because it is banned. This is a political reason; most human rights are violated for political reasons.*

4-6 marks

LEVEL 3 Clear description with analysis of main points

- The response focuses on the question.
- The student presents an argument supported by information drawn from the sources **and** own studies.
- Explanation of main points about case study.
- Focus may be on one or two examples.
- May build to a reasoned conclusion.

Example extract: *In China demonstrations against the regime are not allowed. Any gathering is quickly put down, sometimes with violence, such as in Tiananmen Square. These were all for political reasons, it shows most violations of human rights are for political reasons.*

Note **Maximum 8 marks** if the student uses only the sources **or** only own studies.

7-9 marks

LEVEL 4 Reasoned and detailed analysis and evaluation

The answer links the adopted case study directly to violation of human rights.

- Uses own studies relevantly and accurately.
- Shows understanding of the complexity of the issues, gives a number of reasons why human rights violations took place.
- Explanation of a variety of human rights, a broad picture of human rights violations is described and explained. At top of level builds to a reasoned conclusion.

Example extract: *In China some journalists who have had contact with the west, or who have posted reports on the internet outside of China, have had their houses raided and computers confiscated. This is to make sure information about human rights abuses is not sent to the rest of the world. The journalists being put in prison is meant to be a warning to others not to do the same thing. These are all for political reasons to keep the leaders in power. I think most human rights are violated for political reasons.*

10-12 marks

04 Give **two ways** in which organisations such as Amnesty International can protect human rights.

(2 marks)

TARGET AO1

One mark for each practical way/method of action.

2 x 1 mark

Examples: *They have vigils to stop deportations. They have rallies to governments. They have letter writing campaigns to governments. They hold protests. They raise petitions, raise funds to employ legal experts + any other acceptable methods.*

05 Many groups try to resolve conflict by negotiation or by arbitration. Briefly explain the difference between 'negotiation' and 'arbitration'. Use your own studies to answer.

(4 marks)

TARGET AO1

Mark each of the **two** examples out of **two** marks:

- Negotiation: When two parties **talk directly** to each other. 1
They reach a **compromise** solution together. 1
- Arbitration: Talks arranged with a **third party** that listens to both sides of the argument. 1
Both parties agree to **accept decision** of arbitrator.
Credit relevant examples

06 Describe and explain the short-term and the long-term effects of one national or international conflict. Use your own studies to answer. (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.

LEVEL 1 Simple statements or points

- General answer about conflict.
- May be some confusion between causes and effects.
- Some effects are given but are general in nature.
- Statements are not place-specific.
- Descriptions could apply to almost any conflict.

Example: *Iraq War. An effect was that lots of people died in the conflict.* 0-3 marks

LEVEL 2 Descriptive answer with some beginning of explanation

- Starts to use/describe examples of conflict at national or international level.
- Answer may still be mostly descriptive.
- Begins to separate short-term and long-term effects.

Example: *In Iraq a short-term effect was that lots of people were killed in the conflict because there was a lot of fighting.* 4-6 marks

LEVEL 3 Clear description with sound explanation

- The response focuses on the question.
- Description is in detail, some reasons are given for effects.
- Points from own study are used in context.

Example extract: *Iraq War. The invasion caused many effects in the short-term. Insurgents, who were fighters from other countries, came into Iraq to fight foreign troops. This was because they were seen as invaders.* 7-9 marks

LEVEL 4 Reasoned and detailed explanation

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

- A sustained focus on the question.
- Uses relevant information/examples in-depth from own studies.
- Gives reasons for events taking place.
- Clearly separates long-term and short-term effects.

Example extract: *Iraq War – invasions had short-term effects such as attracting insurgents from other countries to come to Iraq to fight. This was because tensions between Sunni and Shia militias meant they were fighting each other for overall power. They were also fighting the US troops who were seen as invaders of their country.*

10-12 marks

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

Total for Option: 36 marks

Option 2: Prejudice and Persecution

07	Using Source D , state two examples of how Rio Ferdinand experienced racism.	(2 marks)
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TARGET AO1

Any **two** examples from the source.

Players being called names when he was watching football.

Being stopped in his BMW because he was black.

Playing in England under-21 team when Emile Heskey was abused.

2 x 1 = 2 marks

08	Using Sources D and E , briefly explain how the stereotyping of people can lead to prejudice.	(4 marks)
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TARGET AO1

No need to use both sources to gain full marks.

Simple connection made between stereotyping and prejudice.

1-2

Clear links using example of how one can lead to the other.

Stereotyping causes prejudice as people have views about whole groups of people. Rio was judged as black and this caused the police to think he was a drug dealer as he was driving.

3-4

09	Using Sources C, D, E and your own studies, assess the view that discrimination occurs mainly for religious reasons.	(12 marks)
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TARGET AO2, AO3

LEVEL 1 **Simple statements or points** extracted from the source material **and/or** own studies.

- Simple points about prejudice or discrimination – not linked to reasons.
- Some reference to sources or case study but points are vague.

Example: *People who were classed as black are not allowed on the beach.*

0-3 marks

LEVEL 2 **Description with very simple explanation.** Uses at least one of the sources **and/or** own studies.

- description of what happened in sources **and/or** case study.

Example: *In Nazi Germany people like the Jews were labelled as inferior or trouble-makers. They were persecuted by having to wear special clothes and badges to identify them.*

4-6 marks

LEVEL 3 **Clear description with analysis of main points.**

- The response focuses on the question.
- Explanation of how one point leads to the other is developed.
- Evidence from the sources is developed or used effectively rather than just being presented.

NOTE **Maximum 8 marks** if the student uses only the sources **or** only own studies.

7-9 marks

LEVEL 4 Reasoned and detailed analysis and evaluation

The answer:

- has a sustained focus on the question
- draws widely from the source together with own studies
- offers a clear explanation of how or why things happened
- uses own studies relevantly and accurately.

Example: *In Nazi Germany, Hitler discriminated against some religious groups in the country such as the Jews, as he saw them as trouble-makers. Laws were passed restricting the areas in which they could live. The source shows the badge Jews had to wear. Discrimination by propaganda issued against other groups in society by the Nazi party such as gypsies meant they could not move around the country like they used to. This type of discrimination was mainly racial, so not all discrimination has been for religious reasons.*

10-12 marks

10 Give the meaning of the term 'genocide'. Use your own studies to answer.

(2 marks)

TARGET AO1

One mark for basic point about 'killing', 'destruction', 'elimination', e.g. *Genocide is where one group or country kills another group of people.*

1 mark

One mark for elaboration or for example given
The systematic killing of an entire racial group;
Or for example given, *Rwanda 1994; Nazi Germany 1940s.*

2 marks

11 Briefly explain **two** examples of Equal Opportunities legislation in the UK. Use your own studies to answer.

(4 marks)

TARGET AO1

Examples Disability Discrimination Act 1999
 Equal Pay and Discrimination Act 1970
 Race Relations Act 1976
 Criminal Justice Act 2008

One mark for naming each act +1 for simply explaining main purpose

Example: *The Disability Discrimination Act 1999(1) made it against the law to discriminate against people on the grounds of disability(2).*

(2 x 2 marks)

12	Describe and explain two methods that can be used to reduce prejudice and discrimination at an individual level and/or a local level. Use your own studies to answer.	(12 marks)
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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. Answer should contain methods/actions. Inappropriate level e.g. national will not gain credit. This question is about local/individual, so could be a national campaign such as Kick it Out being used locally or a person joining the group as an individual. Many football teams have local initiatives, but Kick it Out on its own is a national initiative. National initiatives on their own gain no credit.

LEVEL 1 Simple statements or points

- Simple list of events or organisations you 'could join'.
- Case study example is described in simple list form, little on reduction.
- Statements made are generic in nature.

Example: *You could join a group like the 'Kick it Out' campaign.*

0-3 marks

LEVEL 2 Descriptive answer with beginning of explanation

- Describes examples.
- Writing is descriptive but may cover little explanation of how it will reduce prejudice or discrimination.
- May build to a simple conclusion.

Example: *You can challenge discrimination when you see it as an individual. You can join in events by organisations like 'Kick it Out'. You can join in letter writing campaigns.*

4-6 marks

LEVEL 3 Clear description with sound explanation

- Analysis could be student offering ideas on what you could do with actual examples.
- Uses examples from own studies to show how prejudice and discrimination could be reduced.

Example extract: *You could organise events in your local area. You can show support by wearing tee shirts and badges. If lots of individuals do this it means that small actions can have a big effect. You can write letters or send e-mails to organisations like councils to get them to introduce facilities such as ramps or lifts.*

7-9 marks

LEVEL 4 Reasoned and detailed explanation

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

- Student has detailed response covering whether they think the methods will have an effect or not.
- Uses relevant information/ examples from own studies in depth

Example extracts: - *In some local areas like Tower Hamlets, local groups like Elite Youth have been set up to encourage young people to take up education opportunities and reject racism. In the Second World War local people joined together to hide Jewish people from the Nazi's such as Anne Frank's family who lived in hidden rooms for a large part of the Second World War. People set up the Anne Frank Trust with the aim of challenging hatred and encouraging respect.*

In schools Liberty, a group which protects civil liberties and human rights have a school resource pack that explains what human rights are and what responsibilities people have when protecting human rights

10-12 marks

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

Total for Option: 36 marks

OPTION 3: GLOBAL INEQUALITY

13	Using Source G , state two effects of the earthquake on Haiti.	(2 marks)
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TARGET AO1

Any **two** effects, **one** mark each. Accurate figures required: 230 000 deaths; 30 000 injured; 1.2 million homeless.

2 x 1 = 2

14	Using Sources F and G , briefly explain two problems that the rescue teams had when trying to save the survivors of the earthquake in Haiti.	(4 marks)
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TARGET AO1

One or more simple reasons given from the source.

Examples: - *Lack of helicopters. Roads were blocked. Lots of people were trapped and many people were killed and injured. Foreign help was slow to arrive and they did not have equipment.*

1-2 marks

Explanation of points:

Examples: - *Houses collapsed easily so there was a lot of rubble to move (2) Because of the poor planning it was hard to get to people by road (2). Roads were blocked in the quake so it was difficult to get to the centre of Port-au-Prince*

3-4 marks

15	Using Sources F, G and your own studies, assess the view that inequality between LEDCs and MEDCs is a major factor influencing both recovery after disasters and opportunities for future development.	(12 marks)
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TARGET AO2, AO3

LEVEL 1 **Simple statements or points** extracted from the source material **and/or** own study.

Examples:

People were poor so could not afford very good houses.

People cannot afford to rebuild their homes so live in shacks.

The government cannot afford to rebuild the town.

0-3 marks

LEVEL 2 **Description with very simple explanation.** Uses the source material **and/or** own study.

Example extracts:

The people are poor so could not afford to build very good houses; these collapsed easily in the quake and killed people.

The country could not afford very good medical facilities so the injured could not be treated properly even if they were pulled out of the rubble.

4-6 marks

LEVEL 3 **Clear description with sound analysis of main points.** Uses the source information to focus on why the country as a whole was poorly prepared and had a poor response, so recovery was difficult.

Example extracts:

As Haiti is an LEDC it could not afford the high-tech equipment to predict earthquakes so they were caught unawares. Even with a warning, the local inhabitants may not have had televisions so would not have heard the warning.

Planning regulations were poor and meant that buildings had no earthquake protection built in, even though this was an earthquake zone. They were also built in an unplanned way on unstable ground on steep hillsides and so collapsed easily.

As they were close together the 'domino effect' meant that buildings fell into each other and trapped residents. So being an LEDC was the major factor affecting recovery.

NOTE **Maximum 8 marks** if the student uses only the sources **or** only own studies.

7-9 marks

LEVEL 4 **Reasoned and detailed analysis and evaluation.** Links the source material directly to lack of development for the country as a whole, **using examples from the source material linked to own study** of development.

Example extracts:

In Haiti poor town planning meant lack of main roads in lots of areas, so rescue was not possible. People were left without help for days. They were worse off than Italy after the quake because the country was a poor LEDC.

The government of the country was disorganised. There was a lack of regulation and few plans for what to do in case of an earthquake. The relief effort was poorly co-ordinated. Progress after the quake has been slow. I think the difference is because Haiti is an LEDC and Italy is a MEDC.

10-12 marks

16 State two indicators used to measure a country's wealth. Use your own studies to answer.

TARGET **AO1**

One mark for **each** relevant example.

Economic: *GNP, GDP, HDI (accept initials)*

1 mark

Social: *Literacy Rate; Life expectancy; People per doctor; Infant mortality or any other legitimate indicator.*

1 mark

17	Briefly explain two ways in which people in poor countries become trapped in the 'poverty cycle'. Use your own studies to answer.	(4 marks)
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TARGET AO1

Up to **two** marks for things that might be in the cycle.

Example: *Low literacy rate; diseases; unable to work; lack of money.*

2 marks

Additional **two** marks for examples of links in the cycle to keep people in poverty

Examples: *Low literacy rate means people can only get low paid work so the family stays poor. This means for the family to get money children are needed to work instead of going to school*

or

Disease means people are unable to work and grow crops. They will have none to sell and not a lot to eat so will stay poor and sometimes catch even more.

4 marks

18	Describe and explain how one aid agency contributes to the reduction of inequality. Use your own studies to answer.	(12 marks)
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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.

LEVEL 1 Simple statements or points

- General answer about aid agencies in general.
- Statements about specific agencies with some idea of the type of projects they undertake.
- List of things an agency has done.
- No/incorrect example of aid agency. Max L1

Example: *Water Aid tries to provide clean drinking water to poor countries.*

0-3 marks

LEVEL 2 Descriptive answer with some beginning of explanation

- Example of an aid agency is given.
- Example of schemes/or one specific scheme with what happened is described.
- Description of a variety of projects in specific places with an account of what was done.

Example: *Oxfam tries to help people by giving them seeds and tools so they can grow crops.*

4-6 marks

LEVEL 3 Clear description with sound explanation

- Specific projects by agencies referred to.
- Explanation of how it will help reduce poverty **and/or** inequality in the area/country is given.
- Beginnings of some thoughts on effectiveness. Statements like ‘I think...’ Ideas begin to emerge as to whether it is long-term or short-term aid.

Example extract: *In Ethiopia, Oxfam provides seeds and tools to help people grow their own food. This means they are not dependent on aid all the time. They may be able to grow some extra food to sell.*

7-9 marks

LEVEL 4 Reasoned and detailed explanation

- Links described between the agency and scheme(s).
- Gives a reasoned explanation of the effectiveness of the measures in reducing inequality.
- Backed up with argument/facts. Ideas as to whether it will be sustainable in long term are explored.
- Description of which type of aid they fall under is given. Use of specialist terms to describe aid such as: ‘bilateral’; ‘multilateral’ and ‘emergency aid’.

Example extract: *In Ethiopia, Oxfam provides seeds and tools to help people grow their own food. This is long-term aid as they can save some seeds each year to plant again and grow more food for the next year. They may be able to grow extra crops to sell at the local market and get some money. Oxfam also provides education on farming methods so that people can avoid losing all their crops again when there is a drought.*

10-12 marks

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Level 3	<ul style="list-style-type: none"> • Style of writing is developed, but could be improved. • Reasonable clarity and fluency of expression of ideas; uses a range of specialist terms appropriately. • Considerable accuracy of spelling, punctuation and grammar. 	7-9
Level 4	<ul style="list-style-type: none"> • Style of writing is developed well. • Organises relevant information and ideas clearly and coherently; uses a wide range of specialist vocabulary appropriately. • Accurate spelling, punctuation and grammar. 	10-12

Total for Option: 36 marks

OPTION 4: FAMILY AND SOCIALISATION

19 Using Source H , state the life expectancy of men in 1901 and state what the average number of children per family in 1900 was. (2 marks)

TARGET A01

One mark for 45 or 45 years.

1 mark

One mark for 3.3 or 3.3 children.

1 mark

20 Using Source I , briefly explain two different functions of Jim's family. (4 marks)

TARGET A01

One mark for simple point.

1 mark

One mark for elaboration or description of a point.

1 mark

Need at least **two** functions described. Acceptable functions are Economic, Caring, Sexual, Reproductive, Socialisation

Example extract: *Jim and his brothers/went out to work/were the main money earners* = 1 mark
This is an economic function = +1 mark

21 Using Sources H, I and your own studies, assess the view that families and family life have changed little in Britain over the past 100 years. (12 marks)
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TARGET AO2, AO3

LEVEL 1 **Simple statements or points.** Extracted from the source material **and/or** own studies.

- Descriptive statement direct from source material.
- Some answers little more than a list of facts.

Example: *They had more children then.*

0-3 marks

LEVEL 2 **Description with very simple explanation.** Uses at least one of the sources **and/or** own studies

- More detail in description.
- Uses facts from source together with simple explanation.
- Information from own sources used.

Example: *Families had more children then as the children went out to work.*

4-6 marks

LEVEL 3 Clear description with analysis of main points

- Begins to link facts about changes with reasons.
- Explanation in detail about the facts.
- May give more than one reason for each point.

Example: *Families had more children in the early 1900s because life expectancy was low, so they could die early. Children were also needed for work to earn money for the family. Life is different today as people have fewer children, so family life has changed a lot.*

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

7-9 marks

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
- Links statistics from the source material to changes in family since 1900s.

Example: *Life expectancy increased from 45 in 1901 to 76 in 2011 for males. This means less children die so parents need to have fewer children to maintain their family. Children also stay at school longer so having large families is expensive these days. I think family life has therefore changed a lot in the last 100 years.*

10-12marks

22 What is meant by the term 'serial monogamy'? Use your own studies to answer. (2 marks)

TARGET AO1

One mark for a simple definition, e.g. *Men married to/in relationship with one woman at a time.* 1 mark
Second mark for elaboration or example, e.g. *Can marry again if first wife dies or after a divorce. Like in the UK.* 2 marks

23 Briefly explain why the number of 'house husbands' has increased in the UK in recent years. Use your own studies to answer. (4 marks)

TARGET AO1

Up to **two** marks for description
More women now go out to work.
More men are now unemployed. 1-2 marks

Up to **four** marks for reasons, e.g.
More women go out to work so female in house might be the highest paid job.
Reduction in traditional male skilled jobs such as in car manufacturing and engineering might mean male of family is unemployed. 3-4 marks

24 Describe and explain how **two** of the following factors have influenced family life in the UK since 1900:

- the media
- social class
- religious beliefs
- government policy and the law.

Use your own studies to answer.

(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.

LEVEL 1 Simple statements or points

- Simple statements with little reference to what the factor is.
- Vague statements about what 'might' or 'could' happen.

Example: *Religions don't allow divorce to take place.*

0-3 marks

LEVEL 2 Descriptive answer with beginning of explanation

- Specific reference to one factor.
- Statements are descriptive on what the factor is and 'could' mean.
- Little evaluation.

Example: *Roman Catholic Church does not allow divorce but does allow annulment of marriage.*

4-6 marks

LEVEL 3 Clear description with sound explanation

- Specific reference to one factor.
- Student clearly explains how the factor described has influenced family life.
- Student begins to judge impact – great or small – on the family.

Example extract: *Religions like the Roman Catholic Church don't allow divorce but allow an annulment. This means Catholics might stay married longer and divorce rates amongst Roman Catholics might be less than in other religions.*

7-9 marks

LEVEL 4 Reasoned and detailed explanation

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

- Clear reference to the factors.
- Clear explanation of how factor affects the family.
- Evaluation is clear with the extent of the influence being given.

Example extract: *Religions such as the Roman Catholic Church teach that contraception is not allowed. This means that the influence of religion is that Catholics tend to have larger families. This then is a strong influence on the family and has been from 1900 to the present day.*

10-12 marks

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

Total for Option: 36 marks

OPTION 5: PEOPLE AND WORK

25 Using **Source K**, state the total agricultural workforce in 2002 **and** state how many thousands of hectares of agricultural land were in use in 2010.

(2 marks)

TARGET AO1

One mark for total = 550 000 or 550 thousand.

1 mark

One mark for hectares 18282 or 18,282,000. 1 mark

26 Using **Source K**, **and** your own studies, briefly explain why more people are needed to work on a farm that uses ‘traditional methods’ of farming.

(4 marks)

TARGET AO1

Descriptive statements for **two** marks, e.g. *More tasks were done by hand*, would get one mark.

1-2 marks

Explanation of statement up to **two** marks, e.g. *More tasks were done by hand so farms would need more workers to do these kind of jobs* would get two marks.

A horse needs 2 people to look after it, a tractor only needs 1 person to drive it

3-4 marks

27 Using **Sources J, K, and** your own studies, assess the view that mechanisation has caused greater job losses in agriculture than in other industries in the UK.

(12 marks)

TARGET AO2, AO3

LEVEL 1 **Simple statements or points.** Extracted from the source material **and/or** own studies.

- Some simple causes described – usually technological change; decline in some industries.
- Direct lifts from sources.

Example: *‘Farmers use more machines now; one machine replaced three on the farm’.*

There are less workers needed in most of the industries shown in the table so more are unemployed.

0-3 marks

LEVEL 2 **Description with very simple explanation**, using at least one of the sources **and/or** own studies. Answer may focus on UK scale of industrial decline or on the individual scale.

- More detail in description.
- Uses facts from source together with simple explanation.
- Information from own sources used.

Example extract: *‘Agriculture now uses machines so needs fewer workers, this means people are unemployed. Imports of cheaper goods from abroad so many factories in UK have closed’. A lot less people are employed in primary and secondary industry so many are left unemployed, but this is not always due to mechanisation.*

4-6 marks

LEVEL 3 **Clear description with analysis of main points**

- Begins to link facts about changes with reasons.
- Explanation in detail about the facts.
- May give more than one reason for each point.

Example extract: *Import of cheaper goods from abroad means British industry can't compete and factories may have to close so workers lose their jobs'. This is not all due to mechanisation. For example, in the clothing industry it was due to cheaper wages. So mechanisation may have caused most job losses in agriculture.*

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

LEVEL 4 Reasoned and detailed analysis and evaluation

The answer contains some or all of the following features.

- A range of points is described with an explanation of why they happened.
- A sustained focus on the question
- Examples drawn from case studies are used with clear explanation.

Example extract: *On the other hand imports of cheap products from abroad, such as Korea, have meant industries like ship-building have had to close factories in Britain. This has not just been down to mechanisation. Workers abroad have lower wage rates, so most job losses are due to labour costs not mechanisation. In Source K the amount of agricultural land has stayed roughly the same from 1996 to 2010, but the workers have decreased. This is mostly due to bigger and better machines. The view is therefore correct.*

10-12 marks

28	What does the term 'economic migrant' mean? Use your own studies to answer.	(2 marks)
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TARGET AO1

One mark for idea of a person who 'moves'. 1 mark
Second mark for idea of moving for 'employment' or to 'find a job'. 2 marks

29	Briefly explain two ways in which <u>trade unions</u> could be involved in <u>resolving conflicts</u> in the workplace. Use your own studies to answer.	(4 marks)
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TARGET AO1

Simple statements of what trade unions can do or 'could' do
 Example: *By negotiation or arbitration, by having workers' committees* 1 – 2 marks

Elaboration of these points or examples being used of how trade unions have solved a dispute.

Example: *They can be the official worker body who negotiates with ACAS, so can take decisions quickly to solve disputes* 3 – 4 marks

30	Describe and explain the impact of technological change in the workplace. Use your own studies to answer.	(12 marks)
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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.

LEVEL 1 Simple statements or points

- Descriptive statements.
- Some answers little more than a list of facts.

Example: *They had more workers then. They use more machines now.*

0-3 marks

LEVEL 2 Descriptive answer with beginning of explanation

- More detail in description of changes.
- Uses facts with simple explanation.

Example: *There are more machines so industry employs less workers. 'There are more office type jobs these days as machines do lots of the work in factories'*

4-6 marks

LEVEL 3 Clear description with sound explanation

- Begins to link facts about changes with reasons.
- Explanation in detail about the facts.
- May give more than one reason for each point.

Example extract: *In the car industry lots of the jobs are now done by machines. This means there are less repetitive tasks to be done by hand and workers are used for the more skilled jobs, meaning more pay for those workers.*

7-9 marks

LEVEL 4 Reasoned and detailed analysis and explanation

The answer contains some or all of the following features:

- A range of points.
- A sustained focus on the question.
- Links made between the changes in a specific industry or specific innovation and the effects on working practice.

Example extract: *- In the car industry technology has meant that cars have more features and more electronics. This has meant that workers in garages and car repairs have to be more skilled and much more up-to-date in electronics rather than just engine mechanics. Garages have to have more computer systems to read the cars' engine management system to find what the fault is.*

10-12 marks

Descriptors for Quality of Written Communication (QWC)		Marks
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Level 4	<ul style="list-style-type: none"> • Style of writing is developed well. • Organises relevant information and ideas clearly and coherently; uses a wide range of specialist vocabulary appropriately. • Accurate spelling, punctuation and grammar. 	10-12

Total for Option: 36 marks

ASSESSMENT GRID – JUNE 2013

(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