



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

## Humanities

3071

Paper 2

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## 1 INTRODUCTION

The AQA's revised Humanities specification has been designed to be objectives-led in that questions are set which address the Assessment Objectives in the specification. This mark scheme reflects those objectives.

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

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that every examiner applies the mark scheme in the same way, as directed by the Principal Examiner.

## 2 MARKING PRINCIPLES

### 2.1 Positive marking

Mark positively at all times, giving credit for what candidates 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.

If in doubt about the mark, a little generosity is the best policy.

### 2.2 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.

### 2.3 Answers in note form

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

### 2.4 Diagrams, etc.

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

### 2.5 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, telephone your Senior Examiner for advice.

### 3 USING A LEVELS OF RESPONSE MARK SCHEME

#### 3.1 The levels of response

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates 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 2 marks.

#### 3.2 Converting levels into marks

Having decided on the level, think initially in terms of awarding the **lower mark** of the two in that range.

Then decide whether to stay at or move up from this initial mark by taking into account the following considerations.

##### Subject content

- How well are points developed?
- How much accurate knowledge/understanding is used?
- How well does the answer maintain relevance to the question set?
- Is there a logical argument?
- Is there evidence of individual thought?

##### Quality of Written Communication

- Has the candidate used a form and style of writing appropriate to purpose and complex subject matter?
- Has the candidate organised relevant information clearly and consistently, using specialist vocabulary when appropriate?
- Has the candidate used spelling, punctuation and grammar accurately, so that meaning is clear?

Do not be afraid to award the higher mark for appropriate answers.

For awarding the higher mark in 8-mark questions involving AO2, there is a written communication requirement (see paragraph 3.3 on the next page).

### 3.3 Part (e) questions involving **both** extended writing (8-mark questions) and Assessment Objective 2

The following descriptors concerning the **Quality of Written Communication** must be applied to **all** questions in which candidates are required to produce extended writing (8-mark questions) **and** which relate to AO2, i.e. **part (e)** of every question. (Note that this does **not** apply to part (d) of every question which carries 8 marks but does not relate to AO2.)

To attain the higher mark in a level for such a question, the appropriate Quality of Written Communication descriptor **must** be achieved.

If, in a response, the criteria in the mark scheme for a particular level have been met but the criteria for the same level of written communication have not been met, then the **lower** mark in the level **must** be awarded.

For example, 5 marks will be awarded at Level 3 where the candidate has only achieved Level 1 in written communication.

#### Level descriptors for Quality of Written Communication

- |         |  |
|---------|--|
| Level 1 | <ul style="list-style-type: none"> <li>• Style of writing is simple for the subject matter.</li> <li>• Expression of simple ideas, description etc.; uses a limited range of specialist terms.</li> <li>• Limited accuracy in the use of English.</li> </ul>   |
| Level 2 | <ul style="list-style-type: none"> <li>• Style of writing is appropriate for the subject matter.</li> <li>• Good expression of ideas with a reasonable description/explanation; uses a range of specialist terms appropriately.</li> <li>• Reasonable accuracy in the use of English.</li> </ul>                               |
| 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, detailed description/explanation; uses a good range of specialist terms, when appropriate.</li> <li>• Considerable accuracy in the use of English.</li> </ul> |
| 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, a very good convincing explanation; uses a wide range of specialist vocabulary, when appropriate.</li> <li>• Accurate in the use of English.</li> </ul>               |

1. (a)	Name <b>one</b> type of family.	<i>(1 mark)</i>
	TARGET: Key Idea 1, Assessment Objective 1a	
	Recall: one from nuclear, extended, single parent, reconstituted.	1 _____
1. (b)	Describe <b>one</b> way that the media can influence our views about the family.	<i>(3 marks)</i>
	TARGET: Key Idea 4, Assessment Objective 1	
	One influence stated simply, e.g.: soaps show families.	1
	1 plus basic description on right lines suggesting what they show: e.g. pictures in papers suggest..., films suggest family type, gender roles shown, celebrity families.....	2
	1 plus clear description suggests consequence , e.g want to copy role models, think this is typical, normal.	3 _____
1. (c)	Explain <b>one</b> argument for <b>and one</b> argument against divorce.	<i>(4 marks)</i>
	TARGET: Key Idea 3, Assessment Objective 1	
	LEVEL 1: Up to 2. Brief assertion for (1) <b>and</b> against (2) divorce. e.g. it is for the best, don't believe in it, abuse, affair. OR only 1 side of argument explained	1-2
	LEVEL 2: An argument explained for <b>and</b> against divorce e.g. because they don't believe it is morally acceptable because of marriage vows,.....because a partner is being abused and so is suffering.	3-4 _____

1. (d) Using examples from your own studies, explain how gender roles within the family are changing. (8 marks)
- TARGET: Key Idea 3, Assessment Objective 1
- LEVEL 1: Some recall of relevant knowledge from own studies e.g. more women go to work than before 1-2
- LEVEL 2: Recalls and shows some understanding of an aspect of the key idea,  
e.g. mother's role within a family is changing.  
Recalls relevant information from own studies, e.g. more women want a career (changing attitude implied) 3-4
- LEVEL 3: Shows understanding of relevant concepts in key ideas,  
e.g. changing expectations of parenting or changing division of household tasks, changing attitudes to careers.  
Deploys information/examples from own studies to develop answer to question.  
Attempts to draw reasoned conclusion to question.  
e.g. ...so more women want to have a career which is affecting roles in the home . Some explanation of this concept for top of level. 5-6
- LEVEL 4: Shows understanding of **range** of relevant concepts, e.g. changing expectations of parenting, changing division of household tasks, increase in working women, changing expectations of young, multicultural dimension.  
Detailed use of information/examples from own studies to develop answer. Accurate use of terminology from subject content.  
Answer builds towards a reasoned conclusion OR parts of conclusion occur throughout the answer. 7-8
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1. (e) Using **Sources A and B**, explain why there are differing views on the role of the family in caring for the elderly. (8 marks)

TARGET: Key Ideas 2 and 3, Assessment Objective 2d. (Use of own knowledge to develop arguments is to be credited.)

**Written communication alert: the quality of written communication will determine the mark within each level. See page 3. The descriptors below determine the level.**

**Source A** can be used to support the argument that the elderly are well cared for in homes, plenty to do, other people of own age to mix with, specialist care available. This is all better than family can provide. The son is dutiful but does not seem very close so....

**Source B** can be used to support the argument that the elderly get special love and attention from family, sense of belonging, continuity, memories to share not possible in a home, cost of home shown in Source A.

- LEVEL 1: Descriptive response with simple reference to one or both sources.  
 Up to 2 for points taken from source.  
 e.g. lots of old people live in homes for the elderly. There is lots for them to do.  
 Some elderly people live with their family. 1-2
- LEVEL 2: A point of view is asserted supported by some evidence from one or both sources.  
 e.g. In Source A the person seems very happy. They are cared for and have some freedom. Two points of view of similar quality for 4. 3-4
- LEVEL 3: Response focuses on the question. Presents argument supported by information drawn from one or both sources.  
 e.g. extended v nuclear family as belief /career/ living space issue, attitudes to role of family/relationships within family, cultural traditions, health.  
 e.g. as for L2 plus: some families like to keep close and if they can they will keep the elderly with them. 5-6
- LEVEL 4: Clear focus on question. Arguments are logical and detailed, drawing on both sources and developing concepts clearly. 7-8

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**TOTAL: 24 marks**

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2. (a) Name **one** form of prejudice. (1 mark)
- TARGET: Key Idea 3, Assessment Objective 1a
- Recall: one from e.g. sexism, ageism, racism, religious prejudice.  
N.B. a definition of prejudice does not answer the question 1
- 
2. (b) Describe **one** effect of prejudice. (3 marks)
- TARGET: Key Idea 1, Assessment Objective 1
- An example given: e.g. discrimination, persecution, (scapegoating, bullying, victimisation, ostracism, attacks, confiscation of property, genocide) conflict, violence. Could go into psychological effects. Could focus on either victim(s) or perpetrator(s). 1
- 1 plus basic description of effect e.g. will not have equal opportunities or gives some explanation of the effect stated 2
- Shows how the discrimination, persecution affects someone e.g. leading to poorer quality of life, lower wages.... 3
- 
2. (c) Explain **two** forms of action that can help to reduce prejudice. (4 marks)
- TARGET: Key Idea 3, Assessment Objective 1
- LEVEL 1: Two forms of action simply stated (1 mark each up to 2). e.g. passing laws, education.  
OR one form of action plus some explanation (up to 2 marks). 1-2
- LEVEL 2: Two forms explained.  
e.g. by making it illegal to discriminate it sends a message about what norms a society wants. Role of parents in setting example might be explained, or focus in schools on children's rights or studying different cultures, use of celebrities in media campaigns e.g. Show racism the red card, integrating activities / policies.  
3 marks can be attained for 1 form well explained. 3-4
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2. (d) Using examples from your own studies of the United Kingdom today, explain how individuals or groups can cause prejudice and discrimination. (8 marks)

TARGET: Key Idea 1 , Assessment Objective 1

LEVEL 1: Some recall of relevant knowledge, e.g. Conflict between groups due to appearance, customs (implicitly). 1-2

LEVEL 2: Suggests how a group or individual has increased prejudice and discrimination in the UK. Recalls relevant information from own studies.  
e.g. Racist chanting by groups at football matches. 3-4

LEVEL 3: Shows understanding of a relevant concept in the key idea (stereotyping, scapegoating, expressions of fear or ignorance towards other groups/cultures, attitudes of governments) and applies it .  
e.g. Racist gangs intimidating victims (in Oldham), racist groups (like BNP) leafleting schools, holding marches, sexist articles in mass media, men stereotyping women’s roles.  
One of above examples given plus explanation of process: affects attitude formation, creates negative images, climate of fear, leads to scapegoating. So men hold better positions and there is discrimination.  
Deploys information/examples from own studies to develop answer to question.  
Attempts to draw reasoned conclusion to question. 5-6

LEVEL 4: Shows understanding of **range** of relevant concepts.  
Information/examples from own studies of UK are explicitly used to develop answer. Accurate use of terminology from subject content.  
Answer builds towards a reasoned conclusion OR parts of conclusion occur throughout the answer. 7-8

**It is sufficient for “examples from own studies of UK” to be plausibly from UK, up to level 3.**

**There does not have to be explicit reference to UK up to level 3.**

2. (e) Using **Sources C and D**, explain how political ideology can cause prejudice and persecution. (8 marks)

TARGET: Key Ideas 1 and 3, Assessment Objective 2d. (Use of own knowledge to develop arguments is to be credited.)

**Written communication alert: The quality of written communication will determine the mark within each level. See page 3. The descriptors below determine the level.**

**Source C** can be used to show that Hitler's political ideology was racist, white supremacist, anti-Semitic.

**Source D** can be used to show the practical consequences of Hitler's ideology once the Nazis were in power.

- |          |   |     |
|----------|---|-----|
| LEVEL 1: | <u>Descriptive response with simple reference</u> to one or both sources<br>(1) e.g. Hitler thought Aryans were superior to all others  | 1-2 |
| LEVEL 2: | A <u>point of view is asserted</u> supported by some evidence from one or both sources.<br>Sources may be used independently to support answer.<br>e.g. Source A shows that Hitler believed that.....Source B shows that laws were passed...                    | 3-4 |
| LEVEL 3: | Response focuses on the question. Presents <u>argument</u> supported by information drawn from one or both sources showing some understanding of the links between the actions in D and the racist ideas in C. Understanding of political ideology is implicit. | 5-6 |
| LEVEL 4: | Clear focus on question. <u>Arguments are logical and detailed</u> . It draws on both sources making clear how racist political ideology (i.e. political programme for government) leads to racist legislation and social behaviour.                            | 7-8 |

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**TOTAL: 24 marks**

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3. (a) Name **one** political party in the UK. *(1 mark)*

TARGET: Key Ideas 1 and 2, Assessment Objective 1a

Recall: one actual or historical party in UK. 1

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3. (b) Describe **one** way of making a democratic decision. *(3 marks)*

TARGET: Key Idea 1, Assessment Objective 1

An example given, e.g. voting. 1

1 example with basic description on right lines. e.g. voting, where the majority decides.... 2

1 example with description e.g. ...by show of hands or by a ballot 3

\_\_\_\_\_

3. (c) Explain **two** ways in which a democracy protects individual rights. *(4 marks)*

TARGET: Key Idea 3, Assessment Objective 1

LEVEL 1: Up to 2. Brief statement of a right e.g. protects freedom of speech, movement, privacy.... OR one is explained 1-2

LEVEL 2: The benefits of the rights are described e.g. these means you have freedom of expression, choice, less repression/fighting, media not owned by government, better decisions. 3-4

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3. (d)	Using examples from your own studies, explain the arguments for <b>and</b> against increasing democracy.	(8 marks)
	TARGET: Key Idea 4, Assessment Objective 1	
	LEVEL 1: Some recall of relevant knowledge, e.g. some people want more rights.	1-2
	LEVEL 2: Recalls and shows some understanding of a relevant concept in the key idea, for <b>or</b> against. e.g. people can have a say in what the government should do. Can change government if we don't like it.	3-4
	LEVEL 3: Shows understanding of relevant concepts in the key idea, for <b>and</b> against, e.g. some people gain, some lose from more democracy, plus examples – family, school, work, government. Against: cost, time, privilege, power. For: fairer, more involvement, more say, better decisions Deploys information/examples from own studies to develop answer to question. Attempts to draw reasoned conclusion to question.	5-6
	LEVEL 4: Shows understanding of <b>range</b> of relevant concepts. Detailed use of information/examples from own studies to develop answer. Accurate use of terminology from subject content. Answer builds towards a reasoned conclusion OR parts of conclusion occur throughout the answer.	7-8

**NB. Candidates may focus their answer more on arguments for and against democracy rather than for and against *increasing* democracy. The same concepts and reasoning can apply.**

3. (e) Using **Sources E and F**, explain why pressure groups are important in a democracy. (8 marks)

TARGET: Key Ideas 2 and 3, Assessment Objective 2d. (Use of own knowledge to develop arguments is to be credited.)

**Written Communication alert: The quality of written communication will determine the mark within each level. See page 3. The descriptors below determine the level.**

**Source E:** a defensive, business pressure group. Can be used to support the argument that democracy is preserved by free expression of views by conflicting pressure groups. Esso hows use of power also for undemocratic aims.

**Source F:** offensive, voluntary pressure group. Can be used to support the argument that PGs like Greenpeace safeguard democracy by making us aware of the dangers of global warming which others want to suppress. Trying to sway public opinion, influence government.

- LEVEL 1: Descriptive response with simple reference to one or both sources:  
e.g. because Greenpeace are trying to stop Esso because of global warming 1-2
- LEVEL 2: A point of view is asserted supported by some evidence from one or both sources.  
e.g. This is important because they are trying to stop global warming . They are showing people Esso are wrong.... 3-4
- LEVEL 3: Response focuses on the question. Presents argument showing some understanding of roles of pressure groups supported by information drawn from one or both sources.  
E.g. All Esso cares about is its profits but Greenpeace are trying to influence the British Government to take steps to reduce global warming. So pressure groups are important because..... 5-6
- LEVEL 4: Clear focus on question. Arguments are logical and detailed. They draw on both sources and develop more than one concept/reason.  
e.g. ...in this way, pressure groups make sure the public know what is going on. In both Sources pressure groups are making people aware of their views in order to press for change (because of belief about global warming) or defend what exists..(vested interests of Esso, jobs/profits)...this is important to democracy because..... 7-8

**TOTAL: 24 marks**

4. (a) Name **one** *economic* indicator used to show the wealth of a country/material living standards. (1 mark)

TARGET: Key Idea 1, Assessment Objective 1a

Recall: one human development indicator e.g. GNP per person or average income, exports/imports per person, car ownership rate, life expectancy, people per doctor. 1

4. (b) Describe **one** form of foreign aid. (3 marks)

TARGET: Key Idea 4, Assessment Objective 1

One form of aid given: e.g. emergency food, humanitarian, flood rescues, government aid, multilateral, bilateral, non government organisations, tied aid, Comic Relief, Red Cross, Oxfam. 1

1 plus basic description on right lines, e.g. Tied aid, where there are conditions... Humanitarian aid, where they send out... 2

1 plus description of what the form of aid does e.g. ....so that the LEDC has to buy goods from the donor country. 3

4. (c) Explain **two** reasons why life expectancy is shorter in less economically developed countries (LEDCs) than in more economically developed countries (MEDCs). (4 marks)

TARGET: Key Ideas 1 and 2, Assessment Objective 1

LEVEL 1: Up to 2 for reasons stated without comparison, e.g. ill, poor housing, poor diet, disease. OR one reason explained. 1-2

LEVEL 2: Explanation incorporates contrast between LEDC and MEDC situations e.g. Hospital care is much poorer, infant mortality is higher, calorie intake is lower and even below the minimum required. So this leads to.... May show links in poverty cycle described with reference to the question. 2 reasons only required. 3-4

4. (d)	Using examples from your own studies, explain why trade between LEDCs and MEDCs is described as unfair by many people.	<i>(8 marks)</i>
	TARGET: Key Idea 2, Assessment Objective 1	
	LEVEL 1: Some recall of relevant knowledge. e.g. MEDCs buy things cheaply from LEDCs	1-2
	LEVEL 2: Recalls and shows some understanding of a relevant concept in the key idea. Recalls relevant information from own studies. e.g. ...such as cocoa beans and then sell it back for triple the price and make a lot of profit.... Also big firms like Nike use cheap labour....	3-4
	LEVEL 3: Shows understanding of one of the relevant concepts in the key idea. E.g. LEDCs rely on primary products for export / intense competition keeps prices of primary products low / buying power of MEDCs / exploitation of low wage LEDC economies by MEDC based companies. High cost of LEDC imports <u>because</u> (a) higher wage costs incorporated, (b) more processing involved. Use of trade barriers by MEDCs for instant coffee in EU....+ so LEDCs lose out, cannot invest, people suffer, get into debt.... Deploys information/examples from own studies to develop answer to question. Attempts to draw reasoned conclusion to question.	5-6
	LEVEL 4: Shows understanding of <b>range</b> of relevant concepts. Detailed use of information/examples from own studies to develop answer. Accurate use of terminology from subject content. Answer builds towards a reasoned conclusion OR parts of conclusion occur throughout the answer.	7-8

4. (e) Using **Sources G and H**, explain whether the campaigns are likely to reduce global inequality. (8 marks)

TARGET: Key Ideas 2 and 4, Assessment Objective 2d. (Use of own knowledge to develop arguments is to be credited.)

**Written communication alert: The quality of written communication will determine the mark within each level. See page 3. The descriptors below determine the level.**

**Source G** can be used to show that small development projects are achievable. On a small scale they can make a difference to a family or community.

**Source H** can be used to support the argument that cancelling debt will release funds for development, especially through education.

- LEVEL 1: Descriptive response with simple reference to one or both sources.  
e.g. Source G will make a difference to a child (1).  
OR simple comment about persuasiveness of a source. 1-2
- LEVEL 2: A point of view is asserted supported by some evidence from one or both sources.  
e.g. Small projects can help an individual family or community so this will make a difference as the Action Aid source says.  
Some development of one view or two simply stated views referring to one or both sources. May include evaluation of the persuasiveness of the sources. 3-4
- LEVEL 3: Response focuses on the question. Presents argument supported by information drawn from one or both sources, showing some understanding of the scale proposed actions / problems.  
Some qualification in answer, either within each source or between sources.  
e.g. Some of cancelled debt money gets back to MEDCs as profit for exports. OR, NGO aid may help on a small scale but not enough to make a significant difference because.... 5-6
- LEVEL 4: Clear focus on question. Arguments are logical and detailed.  
It draws on both sources, qualifying both within one of the sources and between them showing an understanding of the scale of the actions and the problems and possible alternatives available. 7-8

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**TOTAL: 24 marks**

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5. (a)	Name <b>one</b> trade union.	<i>(1 mark)</i>
	TARGET: Key Idea 4, Assessment Objective 1a	
	Recalls one name of an actual or past union accurately, e.g. Unison.	1 _____
5. (b)	Describe the kind of work that goes under the heading “service industry” in the UK.	<i>(3 marks)</i>
	TARGET: Key Idea 2, Assessment Objective 1	
	An example is given, e.g. shop, hotel, restaurant workers, care workers.	1
	An example plus description on right lines or example given e.g. shop workers are at the bottom of the line.	2
	Appropriate examples plus description of the kind of work done: moving money, providing meals , selling products...	3 _____
5. (c)	Explain <b>one</b> advantage <b>and one</b> disadvantage of specialisation at work.	<i>(4 marks)</i>
	TARGET: Key Idea 3, Assessment Objective 1	
	LEVEL 1: An advantage and a disadvantage briefly stated. OR an advantage / disadvantage explained . e.g. Everyone has one main thing to do (1 mark). They can do their job better	1-2
	LEVEL 2: One advantage <b>and</b> one disadvantage explained e.g. specialised workers can become experts <u>because</u> they focus on one job, but when you are no longer needed because of a technology change, then you would have to retrain / be made redundant	3-4 _____

5. (d) Using examples from your own studies, explain the effects of introducing new technology into the workplace. (8 marks)
- TARGET: Key Idea 3, Assessment Objective 1
- LEVEL 1: Some recall of relevant knowledge  
e.g. some people might lose their jobs. 1-2
- LEVEL 2: Recalls and shows some understanding of a relevant concept in the key idea.  
Recalls relevant information from own studies.  
e.g. some employees may not know how to use the new technology +example 3-4
- LEVEL 3: Shows understanding of relevant concept in the key idea.  
e.g. redundancy, deskilling, retraining, new jobs, conflict, easier work, more opportunities, changing education.  
Deploys information/examples from own studies to develop answer to question, looking at more than one effect  
Attempts to draw reasoned conclusion to question. 5-6
- LEVEL 4: Shows understanding of **range** of relevant concepts.  
Detailed use of information/examples from own studies to develop answer.  
Accurate use of terminology from subject content.  
Answer builds towards a reasoned conclusion OR parts of conclusion occur throughout the answer. 7-8
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5. (e) Using **Sources I and J**, explain why employers and employees may have different attitudes towards trade unions. (8 marks)

TARGET: Key Ideas 1 and 4, Assessment Objective 2d. (Use of own knowledge to develop arguments is to be credited.)

**Written communication alert: The quality of written communication will determine the mark within each level. See page 3. The descriptors below determine the level.**

**Source I** can be used to show that employees will favour TU using leaflet for reasons.

**Source J** can be used to show that employers have other worries and are likely to be against the ideas of the TUs.

- LEVEL 1: Descriptive response with simple reference to one or both sources:  
e.g. workers want better pay. Employers have to sort out all the problems. 1-2
- LEVEL 2: A point of view is asserted (for / against TUs may be implicit) supported by some evidence from one or both sources.  
e.g. Employees want a better working environment but the employers wouldn't because they can't afford it. They want workers to work more hours to make the business better. 3-4
- LEVEL 3: Response focuses on the question. Presents argument for different attitudes to TUs supported by information drawn from one or both sources.  
e.g. conflicting priorities, mutually exclusive aims, defending own interests.  
Some qualification of answer....on the other hand....  
e.g. workers set up TUs to stop employers just paying them what they can get away with, so+ development....whereas employers... 5-6
- LEVEL 4: Clear focus on question. Arguments are logical and detailed. It draws on both sources, showing the reasoning behind different attitudes to TUs. 7-8

**TOTAL:** 24 marks