

# Humanities

General Certificate of Education

Unit **G102**: People, community and power

## **Mark Scheme for June 2013**

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













All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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## 1. Annotations

Annotation	Meaning
	Unclear
	Benefit of the doubt
	Cross
	Development
	Significant amount of material which doesn't answer the question
	Level one
	Level two
	Level three
	Level four
	Not answered question
	Tick
	Omission mark

## 2. Subject-specific Marking Instructions

Band	AO1 7 marks	AO2 10 marks	AO3 8 marks
	Demonstrate knowledge and understanding from across the humanities and social sciences disciplines	Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines	Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reach evidenced conclusions and communicate findings effectively
4	<ul style="list-style-type: none"> <li>Wide range of relevant accurate and detailed knowledge demonstrated</li> <li>Thorough explanations with extensive detail.</li> </ul> <p>6–7 marks</p>	<ul style="list-style-type: none"> <li>Thorough analysis and interpretation of a wide range of evidence</li> <li>Thorough evaluation linked to thorough explanations.</li> </ul> <p>8–10 marks</p>	<ul style="list-style-type: none"> <li>Sources competently deployed to support arguments</li> <li>Valid conclusions reached, supported by evidence</li> <li>Analysis and conclusions accurately and coherently communicated</li> <li>Spelling, punctuation and grammar accurate; meaning is very clear.</li> </ul> <p>7–8 marks</p>
3	<ul style="list-style-type: none"> <li>Adequate knowledge demonstrated, usually accurate and relevant</li> <li>Adequate explanations, not highly detailed.</li> </ul> <p>4–5 marks</p>	<ul style="list-style-type: none"> <li>Adequate analysis and interpretation of a range of evidence</li> <li>Adequate attempt at evaluation linked to adequate explanations.</li> </ul> <p>5–7 marks</p>	<ul style="list-style-type: none"> <li>Sources deployed adequately to support arguments</li> <li>Conclusions generally valid, but not always supported by evidence</li> <li>Analysis and conclusions adequately communicated in a structured way</li> <li>Spelling, punctuation and grammar usually accurate and meaning generally clear.</li> </ul> <p>5–6 marks</p>
2	<ul style="list-style-type: none"> <li>Basic, relevant and accurate knowledge demonstrated</li> <li>Limited or partial explanations.</li> </ul> <p>2–3 marks</p>	<ul style="list-style-type: none"> <li>Limited analysis and interpretation of a limited range of evidence</li> <li>Limited evaluation linked to partial explanations.</li> </ul> <p>2–4 marks</p>	<ul style="list-style-type: none"> <li>Some sources deployed to support limited arguments</li> <li>Some valid conclusions, but limited and not closely related to evidence</li> <li>Analysis and conclusions broadly related to task, but some vagueness in communication</li> <li>Spelling, punctuation and grammar have some inaccuracies and meaning not always clear.</li> </ul> <p>3–4 marks</p>

Band	AO1 7 marks	AO2 10 marks	AO3 8 marks
	Demonstrate knowledge and understanding from across the humanities and social sciences disciplines	Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines	Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reach evidenced conclusions and communicate findings effectively
<b>1</b>	<ul style="list-style-type: none"> <li>Little knowledge demonstrated, not always relevant or accurate</li> <li>Vague or largely incoherent explanations.</li> </ul> <p>1 mark</p>	<ul style="list-style-type: none"> <li>Inadequate attempt at analysis and interpretation</li> <li>Inadequate evaluation linked to vague or largely incoherent explanations.</li> </ul> <p>1 mark</p>	<ul style="list-style-type: none"> <li>Sources only loosely related to arguments</li> <li>Conclusions inadequately supported by evidence or asserted with no justification</li> <li>Analysis and conclusions largely unrelated to task and communication vague or largely incoherent</li> <li>Spelling, punctuation and grammar inaccurate and obscure meaning.</li> </ul> <p>1–2 marks</p>
<b>0</b>	<ul style="list-style-type: none"> <li>No relevant material.</li> </ul>	<ul style="list-style-type: none"> <li>No relevant material.</li> </ul>	<ul style="list-style-type: none"> <li>No relevant material.</li> </ul>

Question		Answer	Marks	Guidance
1	(a)	<p>AO1 Knowledge and Understanding accounts for all 5 marks.</p> <p><b>Indicative Content</b> Candidates should explain that self-regulation is the type of regulation where a government chooses not to intervene or legislate in an area but relies on the professionals in that area to police themselves. In this instance the press complaints commission (PCC) is a self-regulatory body for newspapers.</p>	[5]	<p><b>Level 3 (5 marks)</b> Candidates give a clear and focused explanation of self-regulation as allowing the press to govern their own practices and ethics. Candidates should make clear links to the document in order to gain full marks.</p> <p><b>Level 2 (3-4 marks)</b> Candidates answers are generally clear and focused but they may lack specific details. There is a broad understanding of the idea of self-regulation of the press and some reference to the source.</p> <p><b>Level (1-2 marks)</b> Some basic knowledge leading to partial explanations of self-regulation or makes some credit worthy reference to the sources. Answers at this level may be brief.</p>

Question	Answer	Marks	Guidance
(b)	<p>AO1 Knowledge and understanding accounts for 4 marks. AO2 Analysis, interpretation and evaluation accounts for 6 marks.</p> <p><b>Indicative Content</b></p> <p><b>Source B makes the following points</b></p> <ul style="list-style-type: none"> <li>• The tweeter is a private individual who at the touch of a button is able to broadcast the information to thousands</li> <li>• Footballer has a big game tomorrow and is (allegedly) drunk and possibly being unfaithful. This will damage his reputation</li> <li>• We do not know who is tweeting this or whether it is true. If it is false, this is defamation.</li> </ul> <p><b>Own knowledge</b></p> <p>Candidates may explain that a citizen journalist is an amateur journalist who either blogs or publishes on social media such as twitter.</p> <p>Candidates may explain that there are a number of issues with this form of media including the difficulty of regulation in terms of illegal or libelous communication and the difficulty in checking the accuracy of information shared. This may be illustrated by examples other than the source.</p> <p>Candidates may also explain that there are very positive aspects of citizen journalism. They may illustrate this by reference to political movements or pressure groups such as the use of social media in the revolutions in Egypt and Libya in 2011.</p>	[10]	<p><b>Level 4 (7–10 marks)</b> Good coverage of points above or similar. Clear explanation of citizen journalism which shows awareness of the wider issues e.g. checking accuracy. Candidates show a high level of ability to apply the idea accurately to both sides of the discussion.</p> <p><b>Level 3 (4–6 marks)</b> Adequate level of explanation and application. The candidates' grasp of the principle is generally clear but perhaps not developed. The candidate uses source material and is able to apply the principle well to one side or adequately to both sides of the argument.</p> <p><b>Level 2 (2–3 marks)</b> Partial explanation and application. The answer may be one sided in application and use of source material.</p> <p><b>Level 1 (1 mark)</b> Limited explanation of the principle or an attempt to make some creditworthy response based on source.</p>

Question	Answer	Marks	Guidance
(c)	<p>AO1 Knowledge and understanding accounts for 7 marks.            AO2 Analysis, interpretation and evaluation accounts for 10 marks.            AO3 Methods, use of sources and communication accounts for 8 marks.</p> <p><b>Indicative Content</b></p> <p><b>Source A</b></p> <ul style="list-style-type: none"> <li>• Suggests that self-regulation of the press may not have worked effectively in the past.</li> <li>• The ability to hold public figures to account and to uncover corruption is a vital part of media activity.</li> <li>• That a government minister should say this, who presumably has more to fear from the press than an ordinary person, adds to the credibility.</li> </ul> <p><b>Source B</b></p> <ul style="list-style-type: none"> <li>• New forms of media are more difficult to hold to account. The information can be communicated immediately to many instantly.</li> <li>• There is no time to edit information or check as to its accuracy.</li> </ul> <p><b>Source C</b></p> <ul style="list-style-type: none"> <li>• The people involved are giving evidence in court so are required to tell the truth.</li> <li>• It is hard to see how some of the practices described could be in the public interest.</li> <li>• The evidence is anecdotal. It is unclear how widespread the practices described are.</li> </ul> <p><b>Own knowledge</b></p> <p>Candidates may defend the freedom of the press by using examples of the good work that can be done by the press in bringing criminals to justice, highlighting wrongdoing in public life and raising awareness of causes.</p> <p>Candidates may also consider that the issuing of D Notices in certain circumstances already restricts the press. They may have different views on whether this is morally acceptable. Candidates may defend the notion of right to privacy by appeal to the general notion of human rights.</p>	[25]	<p><b>Level 4</b>            Points are cogently argued and information from the sources as well as the candidates own knowledge are used highly effectively. The candidate sustains relevance throughout and comes to a clear conclusion supported by evidence.</p> <p><b>Level 3</b>            Points are adequately argued and information from the sources as well as the candidates own knowledge are used reasonably effectively. The candidate generally sustains relevance and comes to a clear conclusion based on evidence</p> <p><b>Level 2</b>            Some points are raised and argued. Some information from the sources and the candidates own knowledge are used but in a limited way. The conclusion reached by the candidate may only be loosely evidenced.</p> <p><b>Level 1</b>            Few relevant points are made. There is little use of sources and little knowledge of other material. Conclusion may be unclear and lacking supporting evidence.</p>



Question	Answer	Marks	Guidance
	<p>They may consider that this is more important than the right to free speech claimed by the press.</p> <p>Candidates may consider what is meant by the idea of public interest. They may articulate the view that public interest is more than what some members of the public are interested in.</p> <p>Some candidates may observe that whilst we can suppress the press, the modern digital age means that it is almost impossible to stifle information. They may have views as to whether this is a good or bad thing.</p> <p><b>See also levels mark scheme on pages 4 and 5</b></p>		

Question		Answer	Marks	Guidance
2	(a)	<p>AO1 Knowledge and Understanding accounts for all 5 marks.</p> <p><b>Source D</b></p> <p><b>Indicative Content</b> Candidates should describe the various aims of the Chartist movement. There should be a stress on the variety of different aims, some contradictory. General social, economic and political aims are mentioned. Some favoured industrialisation and urbanisation, some were reactionary. Hunger and unemployment are mentioned. Working hours and conditions are also mentioned as is the impact of technology</p>	[5]	<p><b>Level 3 (5 marks)</b> Candidate refers to a variety of aims, such as:</p> <ul style="list-style-type: none"> <li>• General social/economic/political</li> <li>• Favouring progress/hostile to progress</li> <li>• Hunger and unemployment</li> <li>• Working hours and conditions</li> <li>• Advance of technology</li> <li>• Getting the vote</li> <li>• Modification of the welfare system</li> </ul> <p>Clear explanation and reference to at least four of the above needed for full marks.</p> <p><b>Level 2 (3–4 marks)</b> Candidate demonstrates sound knowledge, with some detail, but not all the aims set out in Source D.</p> <p><b>Level 1 (1-2 marks)</b> Some basic knowledge leading to limited and/or partial explanation may be vague in places; little reference is made to Source D.</p>

Question	Answer	Marks	Guidance
(b)	<p>AO1 Knowledge and understanding accounts for 4 marks. AO2 Analysis, interpretation and evaluation accounts for 6 marks.</p> <p><b>Indicative Content</b> Source B is a picture that shows Suffragette Emily Davison throwing herself under King George V's horse. The purpose of this source is to highlight that suffragettes were actively opposing discrimination and did take "direct action".</p> <p><b>Own knowledge</b> Candidates may explain that there were a variety of other examples of direct action, ranging from vandalism, disruption of the political process, civil disobedience, deliberately seeking arrest and imprisonment and hunger strikes. Some might state that direct action could be counterproductive, and alienated support /made opponents unnecessarily etc.</p>	[10]	<p><b>Level 4 (7–10 marks)</b> Candidate demonstrates accurate and detailed knowledge and understanding. The source is interpreted with sound explanation. The candidate also shows their own knowledge by providing other examples of "direct action" that have been used, in gaining women the right to vote in UK.</p> <p>Candidates may state that when the Suffragette Emily Davison threw herself under King George V's horse many women may have viewed this as a martyrdom act to end the injustice against women not being allowed to vote. Candidate may also highlight that Davison's action may have harmed the suffragette cause rather than furthered it, as the Monarchy was highly respected in Britain at the time.</p> <p>Suffragettes took "direct action" by chaining themselves to railings. Suffragettes Christabel Pankhurst and Annie Kennedy disrupted a Liberal Party meeting, got themselves arrested and then refused to pay fines so their jailing created headlines.</p> <p><b>Level 3 (4–6 marks)</b> Sound explanation. Candidate refers both to Source B and several other examples of "direct action", that were used to gain women the right to vote in UK.</p> <p><b>Level 2 (2–3 marks)</b> Limited analysis and interpretation of Source B leading to limited explanation. Candidate also does not refer to other illustrations of "direct action" that were used to gain women the right to vote in the UK, from their own knowledge.</p> <p><b>Level 1 (1 mark)</b> An attempt at analysis and interpretation with very limited explanation. Little knowledge is presented in a vague manner.</p>

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(c)	<p>AO1 Knowledge and understanding accounts for 7 marks.            AO2 Analysis, interpretation and evaluation accounts for 10 marks.            AO3 Methods, use of sources and communication accounts for 8 marks.</p> <p><b>Indicative Content</b>  <b>Source A</b> mix of the supportive and unsupportive. While Chartism aimed to give men the vote and not women, the exploitation of women was lessened. Reference might be made to the 'welfare system was modified in favour of.....women'.  <b>Source B</b> supportive as this is an example of direct action that was used to gain women the right to vote.  <b>Source C</b> not supportive as it highlights gender inequality that exists in contemporary UK</p> <p><b>Own knowledge</b></p> <ul style="list-style-type: none"> <li>• When women initially gained the right to vote this did not extend to all adult women</li> <li>• There is still patriarchy in contemporary society. The patriarchal nature of contemporary British society is highlighted by radical and Marxist feminists.</li> <li>• In the UK labour market there is evidence of vertical and horizontal segregation.</li> <li>• Movements that have aimed at ending discrimination against race, disability and creed have acted as a motivation for women to also end gender inequality.</li> </ul> <p><b>See also levels mark scheme on page 4 and 5</b></p>	[25]	<p><b>Level 4</b>            Points are cogently argued and information from the sources as well as the candidates own knowledge are used highly effectively. The candidate sustains relevance throughout and comes to a clear conclusion supported by evidence.</p> <p><b>Level 3</b>            Points are adequately argued and information from the sources as well as the candidates own knowledge are used reasonably effectively. The candidate generally sustains relevance and comes to a clear conclusion based on evidence</p> <p><b>Level 2</b>            Some points are raised and argued. Some information from the sources and the candidates own knowledge are used but in a limited way. The conclusion reached by the candidate may only be loosely evidenced.</p> <p><b>Level 1</b>            Few relevant points are made. There is little use of sources and little knowledge of other material. Conclusion may be unclear and lacking supporting evidence.</p>

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