

A2 GCE

HUMANITIES

Unit 3 International and Global Controversies

G103

INSERT - QUESTION BOOKLET

xxxxx 2014

Morning

Duration: 1 hour 30 minutes



INSTRUCTIONS TO CANDIDATES

- This Insert is for your **reference only**.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Answer **two** questions.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **80**.
- This document consists of **2** pages. Any blank pages are indicated.

INSTRUCTION TO EXAMS OFFICER/INVIGILATOR

- Do not send this insert for marking; it should be retained in the centre or recycled.

Answer **two** questions.

- 1 To what extent do rich nations really care about the problems faced by poor ones? **[40]**

- 2 'The international mass media are a force for good in the world'. Discuss. **[40]**

- 3 'There is no justification for nations going to war'. Discuss. **[40]**

- 4 To what extent is 'equal opportunity' a reality in today's world? **[40]**



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A2 GCE

HUMANITIES

Unit 3 International and Global Controversies

G103

ANSWER BOOKLET

Candidates answer on this Answer Booklet

OCR Supplied Materials:

- Insert – Question Booklet (inserted)

Other Materials Required:

None

xxxxxx 2014

Morning

Duration: 1 hour 30 minutes



| | | | |
|--------------------|--|-------------------|--|
| Candidate Forename | | Candidate Surname | |
|--------------------|--|-------------------|--|

| | | | | | | | | | | | |
|---------------|--|--|--|--|--|--|------------------|--|--|--|--|
| Centre Number | | | | | | | Candidate Number | | | | |
|---------------|--|--|--|--|--|--|------------------|--|--|--|--|

INSTRUCTIONS TO CANDIDATES

- The Insert will be found in the centre of this document.
- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Write your answer to each question in the space provided.
- Answer **two** questions.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **80**.
- This document consists of **16** pages. Any blank pages are indicated.

Write the number of each question answered in the margin.

A vertical margin line is positioned on the left side of the page. To the right of this line, there are 25 horizontal dotted lines extending across the page, providing a grid for recording the number of questions answered.

A large rectangular area for writing, bounded by a solid vertical line on the left and horizontal dotted lines on the top, bottom, and right.

A large rectangular area with a solid vertical line on the left side and horizontal dotted lines extending across the page. This layout is typical for a writing template or a graph grid.

A large rectangular area with a solid vertical line on the left side and horizontal dotted lines extending across the page, providing a template for writing.

A large rectangular area designed for writing. It features a solid vertical line on the left side and horizontal dotted lines extending across the page, creating a series of rows for text entry.

A large rectangular area with a solid vertical line on the left side and horizontal dotted lines extending across the page, providing a template for writing.

A large rectangular area with a solid vertical line on the left side and horizontal dotted lines extending across the page. This layout is typical for a writing template or a graph grid.

A large rectangular area with a solid vertical line on the left side and horizontal dotted lines extending across the page, providing a template for writing.

A large grid of dotted lines for writing, with a solid vertical line on the left side. The grid consists of 20 horizontal rows and a single vertical column on the left. The dotted lines are spaced evenly across the page, providing a guide for handwriting practice.

A large rectangular area with a solid vertical line on the left side and horizontal dotted lines extending across the page, providing a template for writing.

A large rectangular area with a solid vertical line on the left side and horizontal dotted lines extending across the page. This layout is typical for a writing template or a graph grid.

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PLEASE DO NOT WRITE ON THIS PAGE



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...day January/June 2014 – Morning/Afternoon

A2 GCE HUMANITIES

G103

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 80

DRAFT

Version: **X** Last updated: **XX/XX/2014**

(FOR OFFICE USE ONLY)

MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses ('scripts') and the **number of required** standardisation responses

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question
 Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)
8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|--|--|
| On the borderline of this level and the one below. | At bottom of level. |
| Just enough achievement on balance for this level. | Above bottom and either below middle or at middle of level (depending on number of marks available). |
| Meets the criteria but with some slight inconsistency. | Above middle and either below top of level or at middle of level (depending on number of marks available). |
| Consistently meets the criteria for this level. | At top of level. |

11. Subject-specific Marking Instructions

The approach to marking should be 'best fit' using the following grid.

| | AO1 16 marks | AO2 16 marks | AO3 8 marks |
|--------------|---|--|---|
| Level | 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. |
| 6 | <ul style="list-style-type: none"> • Wide range of relevant, accurate and detailed knowledge demonstrated. • Thorough explanations with extensive detail. • Extensive evidence of understanding of interdisciplinary approach. <p style="text-align: center;">14-16 marks</p> | <ul style="list-style-type: none"> • Thorough and discriminating analysis and interpretation of a wide range of evidence. • Thorough evaluation linked to detailed explanations. <p style="text-align: center;">14-16 marks</p> | <ul style="list-style-type: none"> • Wide range of relevant methods selected and used very appropriately. • Sources competently deployed to support arguments. • Valid conclusions reached, supported by evidence. • Analysis and conclusions accurately and coherently communicated. • Spelling, punctuation and grammar accurate; meaning is very clear. <p style="text-align: center;">7-8 marks</p> |
| 5 | <ul style="list-style-type: none"> • Sound range of relevant and accurate knowledge demonstrated. • Sound explanations supported by relevant detail. • Sound evidence of understanding of interdisciplinary approach. <p style="text-align: center;">11-13 marks</p> | <ul style="list-style-type: none"> • Sound interpretation and evaluation. • Sound evaluation linked to explanations with some detail. <p style="text-align: center;">11-13 marks</p> | <ul style="list-style-type: none"> • Sound range of relevant methods selected and appropriately applied. • Sources deployed soundly to support arguments. • Valid conclusions reached some supported by evidence. • Analysis and conclusions clearly communicated. • Spelling, punctuation and grammar accurate; meaning is clear. <p style="text-align: center;">5-6 marks</p> |

| | | | |
|-----------------|--|--|---|
| <p>4</p> | <ul style="list-style-type: none"> • Adequate knowledge demonstrated, usually accurate and relevant. • Adequate explanations, not highly detailed. • Adequate evidence of understanding of interdisciplinary approach. <p>8-10 marks</p> | <ul style="list-style-type: none"> • Adequate analysis and interpretation of a range of evidence. • Adequate attempt at evaluation linked to relevant explanations. <p>8-10 marks</p> | <ul style="list-style-type: none"> • Adequate range of relevant methods selected and used appropriately. • Sources deployed in a largely relevant way to support arguments. • Conclusions generally valid, but not always supported by evidence. • Analysis and conclusions communicated in a structured way. • Spelling, punctuation and grammar usually accurate and meaning generally clear. <p>4 marks</p> |
| <p>3</p> | <ul style="list-style-type: none"> • Basic level of relevant knowledge demonstrated, usually accurate. • Basic explanations with some detail. • Basic evidence of understanding of interdisciplinary approach. <p>5-7 marks</p> | <ul style="list-style-type: none"> • Basic analysis and interpretation of a limited range of evidence. • Basic attempt at evaluation linked to explanations. <p>5-7 marks</p> | <ul style="list-style-type: none"> • Basic range of relevant methods selected and appropriately used. • Sources sometimes deployed relevantly to support arguments. • Basic conclusions, sometimes supported by evidence. • Analysis and conclusions communicated in an unstructured way. • Spelling, punctuation and grammar have some inaccuracies and meaning not always clear. <p>3 marks</p> |
| <p>2</p> | <ul style="list-style-type: none"> • Limited knowledge demonstrated, not always relevant or accurate. • Limited or partial explanations. • Limited evidence of understanding of interdisciplinary approach. <p>2-4 marks</p> | <ul style="list-style-type: none"> • Limited analysis and interpretation of a limited range of evidence. • Limited evaluation linked to partial explanations. <p>2-4 marks</p> | <ul style="list-style-type: none"> • Limited range of methods selected, not always used appropriately. • Sources occasionally deployed to support limited arguments. • Some valid conclusions, but limited and not closely related to evidence. • Analysis and conclusions broadly related to task, but communication sometimes vague. • Spelling, punctuation and grammar inaccurate and meaning often unclear. <p>2 marks</p> |

| | | | |
|-----------------|---|--|---|
| <p>1</p> | <ul style="list-style-type: none"> • Little knowledge demonstrated, often not relevant or accurate. • Vague explanations. • Little evidence of understanding of interdisciplinary approach. <p>1 mark</p> | <ul style="list-style-type: none"> • Inadequate attempt at analysis and interpretation. • Inadequate evaluation linked to vague explanations. <p>1 mark</p> | <ul style="list-style-type: none"> • Few appropriate methods used. • Sources only loosely related to arguments. • Conclusions inadequately supported by evidence or asserted with no justification. • Analysis and conclusions are unclear. • Spelling, punctuation and grammar inaccurate and obscure meaning. <p>1 mark</p> |
| <p>0</p> | <ul style="list-style-type: none"> • No relevant material | <ul style="list-style-type: none"> • No relevant material | <ul style="list-style-type: none"> • No relevant material |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| 1 | <p>Please refer to the generic levels of response mark scheme on pg 4-6 AO1 16 marks; AO2 16 marks; AO3 8 marks</p> <p>Indicative Content Candidates may refer to:</p> <ul style="list-style-type: none"> • definitions of 'rich' and 'poor' and the reasons for disparities in the wealth of different nations • what wealth and poverty means in practice: effects in terms of infrastructure, ability to feed population, health and longevity of population • what can be done by governments, charities and other agencies in rich/developed countries to assist poor/undeveloped countries: loans, financial aid and debt relief, fair trading, food/medical and other practical aid programmes; help in times of crisis • whether rich nations sacrifice their own interests to help poor ones – the adequacy, terms and effects of: loans; financial aid and debt relief; fair trade policies; the various practical aid programmes, crisis relief • a judgement as to the extent of the commitment of rich nations to addressing the needs of poor nations. | [40] | |
| 2 | <p>Please refer to the generic levels of response mark scheme on pg 4-6 AO1 16 marks; AO2 16 marks; AO3 8 marks</p> <p>Indicative Content Candidates may refer to:</p> <ul style="list-style-type: none"> • definition of 'mass media' • the nature of the international mass media – the press (paper based and online), TV and radio • the role of the mass media in disseminating information, commenting on world affairs, spreading ideas, exposing wrongs, promoting humanitarian causes etc • concerns which exist about the activities of the mass media: invasion of privacy; bias, mis-reporting and self interest; a perceived over-exposure to news; a focus on celebrity and scandal, subversion of national politics, influencing events; creating or sustaining unnecessary panics (moral, financial etc), • a judgement as to whether the mass media are of overall benefit to global society. | [40] | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| 3 | <p>Please refer to the generic levels of response mark scheme on pg 4-6 AO1 16 marks; AO2 16 marks; AO3 8 marks</p> <p>Indicative Content Candidates may refer to:</p> <ul style="list-style-type: none"> • the reasons why one nation might want to influence the actions of another: economic, political; humanitarian; national security • the means nations use to influence each other: diplomacy, campaigning, political negotiation, sanctions, military intervention • definition(s) of 'just' war – principles and underlying arguments • whether the justifications given in recent conflicts fitted 'just war' principles and were well-founded • whether the aftermath in these conflicts has justified the action taken • whether, in the light of alternatives, there is any such thing as a 'just' war | [40] | |
| 4 | <p>Please refer to the generic levels of response mark scheme on pg 4-6 AO1 16 marks; AO2 16 marks; AO3 8 marks</p> <p>Indicative Content Candidates may refer to:</p> <ul style="list-style-type: none"> • why people are interested in ideas of equality and unfair discrimination (religious and ethical perspectives) • difficulties of defining 'equal opportunity' and the different perspectives on it • the extent to which there is international agreement as to what principles underlie equal opportunity and its relationship with anti-discrimination in relation to gender, ethnicity, sexuality, disability, religion and culture • the ways in which people have sought to codify equal opportunity/anti discrimination principles • the extent to which equal opportunity/anti discrimination principles have been codified across the world • how far principles are actually applied even where codified and what factors may act against them • an overall judgement as to what extent there is agreement about what equal opportunity is, whether it is codified consistently across the world and how far it is actually applied in the real world. | [40] | |

Assessment Objectives (AO) Grid

| Question | AO1 | AO2 | AO3 | Total |
|----------------|-----------|-----------|-----------|-----------|
| 1 | 16 | 16 | 8 | 40 |
| 2 | 16 | 16 | 8 | 40 |
| 3 | 16 | 16 | 8 | 40 |
| 4 | 16 | 16 | 8 | 40 |
| Totals* | 32 | 32 | 16 | 80 |

**candidates answer 2 questions*