

GCSE 2004

June Series



Mark Scheme

Humanities

Unit 3071/2

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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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AQA GCSE Humanities**June 2004****MARK SCHEME****3071/2****1 INTRODUCTION**

The AQA 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 REPOSE 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 **Part (d)** questions: 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.

- 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?

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

3.3 **Part (e) questions: converting levels into marks**

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.

Use the marking scheme for the relevant sub-question, e.g. Question 1 (e), to decide the level, e.g. Level 3.

Then check the QWC descriptors for that level, e.g. Level 3.

If the answer meets the requirements of the descriptor, award the higher mark, e.g. 6 marks.

If the answer does not meet the requirements, award the lower mark, e.g. 5 marks.

Note that the QWC level descriptors are to be applied on a **best fit** basis, i.e. the answer does **not** have to show every requirement within a level.

<u>Level descriptors for Quality of Written Communication (QWC)</u>		<u>Marks</u>
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 in the use of English. 	1-2
Level 2	<ul style="list-style-type: none"> • Style of writing is appropriate for the subject matter. • Good expression of ideas; uses some of specialist terms appropriately. • Reasonable accuracy in the use of English. 	3-4
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 in the use of English. 	5-6
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 in the use of English. 	7-8

1. (a) Give the meaning of the term **divorce**. (1 mark)
- TARGET: Key Idea 3, Assessment Objective 1a
- Recall: legal separation of couple who were married
e.g. can marry again. 1
-
1. (b) Explain the meaning of the term **extended family**. (3 marks)
- TARGET: Key Idea 1, Assessment Objective 1
- Idea of large family. 1
- EITHER As for 1 plus suggestion that is wider notion of family than mother, father and children.
OR Explanation makes clear that it is more than two generations or two generations plus aunt/uncle/cousins living together or very close. 2
- Accuracy and detail decides between 2 and 3 marks,
e.g. for 3 marks “*When either nans or granddads still live in the same home that you do with your mum, dad, brothers or sister*”. 3
-
1. (c) Give **two** reasons why gender roles within the family are changing. (4 marks)
- TARGET: Key Idea 3, Assessment Objective 1
- For relevant description of change(s) in roles, max 1 mark.
e.g. “*some fathers now look after the children through the day*”.
- For **each** reason for change, up to 2 marks (e.g. changing expectations of women, growth of single parent families, growth of career opportunities for women)
e.g. “*because women have started to work longer hours, so the males may do some housework*”.
- Maximum of 2 reasons: 2 x 2 marks 4
-

1. (d)	Using examples and information from your studies, explain why there are different types of family in the UK.	(8 marks)
	TARGET: Key Idea 1, 2, 3 and 4, Assessment Objective 1	
	LEVEL 1: Some recall of relevant knowledge from own studies. A generalised reason e.g. “different cultures”.	1-2
	LEVEL 2: Recalls information and shows partial understanding of a reason, e.g. <i>“the extended family in UK is decreasing because of the rise in the number of divorces”</i> ... OR... <i>“divorce is easier so lone parent families are quite common today”</i> <i>“there are more family types than there used to be”</i> for 3 marks (plus list for 4).	3-4
	LEVEL 3: Shows fuller understanding of one reason such as: different cultural traditions, different attitudes (e.g. to divorce), changing laws, education, media influences – role models/celebrities, decline of influence or religions. Deploys information/examples from own studies to develop answer to question. Uses terminology from subject content. Reasoning refers to different family types. E.g. as for Level 2 plus <i>“changes in attitudes to divorce. Fewer people today believe divorce is a sin/wrong so...”</i> <i>“Divorce is easier today because the law has been changed; it is less strict. This means that...”</i> .	5-6
	LEVEL 4: Shows detailed understanding of range of reasons from Level 3. Deploys information/examples from own studies to develop answer. Accurate use of terminology from subject content. Reasoning refers to different family types.	7-8

1. (e) Using **Sources A and B**, explain why people hold different attitudes towards marriage in the UK. (8 marks)

TARGET: Key Ideas 2, 3 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 A shows a decline in marriages in UK and increase in divorce and second marriages.

Source B shows a range of views on marriage.

Explanations to include: **changing and different** beliefs and values, examples/role models, increased economic independence of women, decline of traditions regarding marriage, peer/social pressure, media.

- LEVEL 1: Descriptive/general response (assertion) with simple (implicit) reference to a source. e.g. *“More people are getting divorced”*
OR simply quotes from a source. 1-2
- LEVEL 2: Two different attitudes are compared, supported by some evidence from a source (may be implicit).
e.g. Suggests it is down to personal choice today *“Some people say it is to show commitment. Also some people are happier just living with their partner and kids”*. 3-4
- LEVEL 3: Response focuses clearly on the question. Answer develops **one** reason for different attitudes, e.g. changes (over time), different (cultural) beliefs and values, influence of religion in UK, family traditions, autonomy of women, sexual orientation.
There is some interpretation of the evidence in **both** sources.
e.g. *“The decline in the first marriages 1961–2000 shows there are different attitudes to marriage compared to 40 years ago. This is due to.... “Source B shows people having different views... one reason for differences is down to the religious beliefs of...”*. 5-6
- LEVEL 4: Clear focus on question, logically and critically drawing on the sources and relevant concepts listed in Level 3. There is extended interpretation of the evidence in both sources, covering differences in values, influence of religion, influence of family tradition. 7-8

TOTAL: 24 marks

2. (a)	<p>Give one example of stereotyping.</p> <p>TARGET: Key Idea 1, Assessment Objective 1a</p> <p>Recalls definition or gives a form of stereotyping (gender, racial). OR recalls one from any valid stereotype which makes the point: e.g. Typically, women are associated with housework/men like fast cars.</p>	<p>(1 mark)</p> <p style="text-align: right;">1</p> <hr style="width: 10%; margin-left: auto; margin-right: 0;"/>
2. (b)	<p>Explain the meaning of the term scapegoat.</p> <p>TARGET: Key Idea 1, Assessment Objective 1</p> <p>A simple explanation e.g. when someone is picked on.</p> <p>As for 1 plus the idea that the scapegoat is not to blame, e.g. when others are blamed for unfair reasons.</p> <p>EITHER Clear, detailed explanation, e.g. <i>“a group or individual who takes the blame for something they did not do, usually because those doing the scapegoating are prejudiced against the scapegoat”</i>. OR As for 2 plus example.</p>	<p>(3 marks)</p> <p style="text-align: right;">1</p> <p style="text-align: right;">2</p> <p style="text-align: right;">3</p> <hr style="width: 10%; margin-left: auto; margin-right: 0;"/>
2. (c)	<p>Give two reasons why some people are prejudiced.</p> <p>TARGET: Key Idea 2 and 3, Assessment Objective 1</p> <p>Simply stated assertion(s), max 1 mark e.g. <i>“if they are a different colour.. if they are small”</i>.</p> <p>For each reason for prejudice, up to 2 marks e.g. ignorance/fear/socialisation: especially parents and peer groups. Examples only might be used. e.g. <i>“because some people are afraid/have had bad experience and then stereotype all people like that as bad”</i> <i>“prejudice is an attitude and attitudes are learnt through socialisation, which means we learn to be prejudiced”</i>. Maximum of 2 reasons: 2 x 2 marks</p>	<p>(4 marks)</p> <p style="text-align: right;">4</p> <hr style="width: 10%; margin-left: auto; margin-right: 0;"/>

2. (d) Using examples and information from your studies, explain how prejudice and discrimination can be reduced. (8 marks)
- TARGET: Key Idea 4 , Assessment Objective 1
- LEVEL 1: Some recall of relevant knowledge to make simple assertions,
e.g. “racists should stop stereotyping people” “...shouldn’t judge people straight away...accept people for who they are”. 1-2
- LEVEL 2: Suggests a way at a simple level (for 3)
e.g. “if attitudes are changed prejudice can be reduced”.
PLUS recalls relevant information to illustrate with example (for 4)
e.g. “if the Nazis hadn’t taken out their anger at losing the war on the Jews, because they were different...”
OR more than one way at a simple level. 3-4
- LEVEL 3: Shows understanding of one or more of the relevant concepts in the key idea and applies it to show **how** one of the following could reduce prejudice/discrimination:
Socialisation e.g. school programmes (educating about different cultures), community projects for integrating different cultures.
Anti-racist campaigns e.g. Kick racism out of football, Rock against racism, Stop racists gaining power, challenging institutional racism, use of role models,
Legislation.
International campaigns (UN Human Rights Charter).
PLUS deploys information/examples from own studies to develop answer to question.
Uses terminology from subject content.
May distinguish between reducing prejudice and discrimination instead of range of approaches. 5-6
- LEVEL 4: Shows **detailed** understanding of range of relevant concepts listed in Level 3 and applies them to answer the question.
Detailed use of information/examples from own studies to develop answer.
Accurate use of terminology from subject content.
Answer builds towards a reasoned conclusion.
Focuses on linking concepts in question to discrimination and persecution.
E.g. of quality: “Peer pressure can be a powerful influence too...If you don’t see discrimination at work, you are less likely to discriminate yourself because...”. 7-8

2. (e) Using **Sources C and D**, explain how ethnic minorities in the UK are affected by prejudice and discrimination.

(8 marks)

TARGET: Key Ideas 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 shows disproportionate low pay for ethnic minorities. The figures show percentage of each ethnic group (white all lumped together!) whose income is less than half the average.

Source D gives examples of intimidation, racist attacks, racist leafleting, organised racism. Explanations include: poor job opportunities, live in terror, feel like outsiders/scapegoats, some ethnic groups worse affected than others.

- LEVEL 1: Descriptive and general response (assertion).
e.g. “*..Ethnic minorities face prejudice and discrimination*”
OR quotes from source. 1-2

- LEVEL 2: A point of view is expressed alluding to some evidence from a source (may be implicit) i.e. a **way** that ethnic minorities are affected. They get attacked in the street, chased out of areas and their homes get vandalised, make a community or workplace etc an unpleasant place to live. 3-4

- LEVEL 3: Response focuses on the question. There is some interpretation of the sources. Presents argument supported by information drawn from **both** sources.
e.g. “*There are several ways ethnic minorities are affected by prejudice. Source C shows that a bigger percentage have less than half the average income. Source D shows that they suffer from...*” 5-6

- LEVEL 4: Clear focus on question. Explanation is comprehensive, logical and detailed. It draws on both sources. As for Level 3 plus extended interpretation of cause or effect e.g. Evidence in Source C will affect a family’s life chances, make them feel like outsiders (**effect**). Evidence in Source C due to peer pressure (**cause**). May include discrimination at work, lower aspirations, absence of successful role models: e.g. “*this will affect their family life because...*” 7-8

TOTAL: 24 marks

3. (a) Name **one** national or international **pressure group**. (1 mark)

TARGET: Key Ideas 3, Assessment Objective 1a

Recall: e.g. Greenpeace.

1

3. (b) Explain the meaning of the term **dictatorship**. (3 marks)

TARGET: Key Idea 1 and 3, Assessment Objective 1

An example or simple assertion: e.g. Hitler/someone who has great power.

1

Explanation on right lines. e.g. controls everything/one person makes all the decisions.

2

As for 2 plus clear explanation that dictatorship denies freedoms, unequal power e.g. “...absence of democracy/no fair elections”.

3

3. (c) Give **two** reasons why pressure groups are important to democracy. (4 marks)

TARGET: Key Idea 3, Assessment Objective 1

Max 1 mark for simple assertion(s).

e.g. “*The more pressure groups, the stronger the democracy*”, “*they make their voice heard*”.

For **each** reason for importance, up to 2 marks.

e.g. “*They put forward a point of view to get the government to listen, so that... They are important between elections because.. Because they protect the weak...They propose ideas the government is not keen on... They show that people have freedom of speech... They fight against something they believe is wrong with their country*”.

Maximum of 2 reasons: 2 x 2 marks.

4

3. (d)	Using examples and information from your studies, explain the advantages of living in a democratic country.	(8 marks)
	TARGET: Key Idea 1, 2 and 3, Assessment Objective 1	
	LEVEL 1: Some recall of relevant knowledge, e.g. you've got more freedom.	1-2
	LEVEL 2: Recalls and shows some understanding of a relevant concept in the key ideas such as those given in Level 3. List of benefits up to 4 OR limited list with simple comment on benefit. Recalls limited information from own studies.	3-4
	LEVEL 3: Shows understanding of a relevant concept in key ideas, e.g. freedom of choice, less violence, more rights, more information, chance to influence how society is governed, with some explanation of each aspect of democracy e.g. <i>"right to vote, which gives you a say in how things are done"</i> . Deploys information/examples from own studies to develop answer to question. Uses terminology from subject content. Clear attempt to draw reasoned conclusion to question.	5-6
	LEVEL 4: Shows detailed understanding of range of relevant concepts from Level 3 explaining the benefits of an aspect of democracy. Detailed use of information/examples from own studies to develop answer. Accurate use of terminology from subject content. Answer builds towards a reasoned conclusion.	7-8

3. (e) Using **Sources E and F**, explain why many politicians are concerned about changes in voting patterns. (8 marks)

TARGET: Key Ideas 3 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 E: decline in voting % 1974-2001.

Source F: young people seriously switched off voting for various reasons. See bullet points!

- LEVEL 1: Descriptive response with simple reference (may be implicit) to a source OR simply quotes from a source.
e.g. *“the number of people voting in elections has dropped”*. 1-2
- LEVEL 2: A point of view is expressed supported by some evidence from a source.
e.g. as for Level 1 plus *“from 80% to 60%”* 3-4
- LEVEL 3: Response focuses on the question. There is some interpretation of the sources. Presents argument supported by information drawn from **both** sources, such as: MPs fear losing their jobs, fear losing touch with the young, fear increase in law breaking, fear loss of authority, plus **some reason** for concern.
e.g. As for Level 2 plus *“this means that a lot of people are not getting their views across”*. 5-6
- LEVEL 4: Clear focus on question. Explanation is comprehensive, logical and detailed. There is extended interpretation of both sources.
May take explanations to another level, e.g. as for Level 3 plus *“this may cause disillusionment with the whole system of democracy”*.
OR cover wider range of concerns with some explanation. 7-8

TOTAL: 24 marks

4. (a) Name **one** less economically developed country (**LEDC**). (1 mark)
- TARGET: Key Idea 1, Assessment Objective 1a
- Recall: one country e.g. Tanzania, Niger, Pakistan 1
-
4. (b) Explain the meaning of the term **absolute poverty**. (3 marks)
- TARGET: Key Idea 1, Assessment Objective 1
- Describes aspect of poverty e.g. so poor you can't get out of it without help. Hopelessly in debt. 1
- As for 1 mark plus description is more precise e.g. absolute poverty is when you can't afford food. 2
- Clear explanation e.g. Absolute poverty is when you are on the edge of survival. You are suffering from malnutrition/you have the minimum calories required for survival (approx 1800-2000 per day). 3
-
4. (c) Choose **two** indicators of development. Explain how **each** can show that global inequality exists. (4 marks)
- TARGET: Key Ideas 3, Assessment Objective 1
- Maximum of 1 mark for identifying indicator(s) correctly.
- For explaining how **each** indicator can show that global inequality exists, up to 2 marks, e.g. *“if GNP per person is very low this means many families will be struggling for survival, whereas if it is high then...”*.
- Maximum of two explanations: 2 x 2 marks. 4
-

4. (d) Using examples and information from your studies, explain how aid from more economically developed countries (MEDCs) can help less economically developed countries (LEDCs). (8 marks)
- TARGET: Key Idea 4, Assessment Objective 1
- LEVEL 1: Some recall of relevant knowledge.
e.g. “aid can be for jobs and housing” 1-2
- LEVEL 2: Recalls information and shows limited understanding of a relevant concept in the key idea. E.g. as for Level 1 “...which gives the LEDCs a push start and gives them hope..” (3)
Plus recalls relevant information from own studies to illustrate.
Mainly describes types of aid. 3-4
- LEVEL 3: Shows understanding of relevant concept relating to aid and development in key ideas: e.g. types of aid, bilateral, etc. NGOs (e.g. Oxfam), campaigns like Fair Trade products so that...and cancelling debt so that...
And shows **how** they may help LEDCs to develop: develop education programme so that... develop farming support so that...
Deploys information/examples from own studies to develop answer to question, e.g. refers to a specific country or aid project or role of IMF, World Bank, UN to support explanation of how aid can help development.
Uses terminology from subject content
Clear attempt to draw reasoned conclusion to question. 5-6
- LEVEL 4: Shows **detailed** understanding of range of relevant concepts.
Some evaluation of alternatives for 8.
Detailed use of information/examples from own studies to develop answer.
Accurate use of terminology from subject content.
Answer builds towards a reasoned conclusion. 7-8
-

4. (e) Using **Sources G and H**, explain the causes of inequality. (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 G The MEDCs account for more trade than LEDCs even though much smaller proportion of population. This unbalanced trade is a major cause of unbalanced distribution of wealth.

Source H flags up different views on the problems of development facing LEDCs. They can provide linked reasons for this unequal trade balance.

- | | |
|--|-----|
| LEVEL 1: Descriptive response. Simple use of an idea in a source or simply quotes from a source. | 1-2 |
| LEVEL 2: A point of view is expressed giving a cause of global inequality, supported by a source (may be implicit).
e.g. <i>“LEDCs have so little money they cannot afford to import and export great amounts”</i> . | 3-4 |
| LEVEL 3: Response focuses on the question. There is some interpretation of the sources. Presents explanation supported by information drawn from both sources.
e.g. <i>“Source H states that we owe so much to MEDCs....This is causing the poverty cycle where low income leads to poor diet, which leads in turn to malnutrition...Source I shows that...”</i> . | 5-6 |
| LEVEL 4: Clear focus on question. Explanation is logical and detailed. As for Level 3 plus more extended interpretation of information in sources. | 7-8 |

TOTAL:	24 marks
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5. (a) What is **mechanisation**? (1 mark)
- TARGET: Key Idea 3, Assessment Objective 1a
- Recall: going from making/doing by hand to making/doing by machine. “*When jobs are taken over by machines*” is close enough for a mark. 1
-
5. (b) Explain the meaning of the term **interdependence**. (3 marks)
- TARGET: Key Idea 2, Assessment Objective 1
- A brief explanation, e.g. “*people working with each other*”. 1
- A fuller explanation conveying the idea of mutual dependence on any scale (firefighters, teachers, miners or internationally)
e.g. “*...means depending on people across the globe...*” “*need each other to be doing jobs that they cannot do*”. 2
- As for 2 plus an example
e.g. “*..in clothes factory the people sewing on buttons depend on the people stitching the clothes together and they in turn depend on the...*” 3
-
5. (c) Give **two** ways a person may obtain job satisfaction. (4 marks)
- TARGET: Key Idea 1, Assessment Objective 1
- Max 1 mark for simply stated assertion(s),
e.g. “*you enjoy your job*”, “*getting well paid*”, “*doing something such as helping the community...*”.
- For **each** valid way explained, up to 2 marks. Could be intrinsic to the job – doing the job well, sense of purpose, good team work... OR extrinsic – well paid, high status, good conditions.
e.g. “*a doctor may get job satisfaction because she is helping others*”.
- Maximum of 2 ways: 2 x 2 marks. 4
-

5. (d) Using examples and information from your studies, explain why many employees join trade unions. (8 marks)
- TARGET: Key Idea 4, Assessment Objective 1
- LEVEL 1: Some recall of relevant knowledge.
e.g. “better pay”, (1) plus “to be more successful (1)”. 1-2
- LEVEL 2: Recalls information and shows some understanding of a relevant concept in the key ideas of **what** TUs can do.
Recalls relevant information from own studies.
e.g. “join a trade union because they had been made redundant at their old job...” (implies TU protection) “..to get equal pay...” (implies TU support). 3-4
- LEVEL 3: Shows understanding of relevant concepts in the key idea. Conveys both **what** TUs can do and some indication of **how**.
e.g. **one** of the following explanations for **5 marks**: “protect against bad working conditions/low pay/fear of redundancy **by**..., representing you at tribunals or in court so that..., giving advice such as..., by means of collective action to protect or improve conditions so that...for ideological reasons because...”
“can provide many benefits...will help if a person has been discriminated against by taking the employer to court...for example ...”
Two explanations plus attempt to draw reasoned conclusion to the question for **6 marks**.
Uses terminology from subject content. 5-6
- LEVEL 4: Shows **detailed** understanding of range of relevant concepts as indicated in Level 3.
Detailed use of information/examples from own studies to develop answer.
Accurate use of terminology from subject content.
Answer builds towards a reasoned conclusion. 7-8
-

5. (e) Using **Sources I and J**, explain how information technology has affected people's work in different ways. (8 marks)

TARGET: Key Ideas 1, 2, 3 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 shows rise in use of computers in 3 firms in 3 sectors of industry. Changing work practices in all three could include: job losses, job retraining, different pay, different qualifications, different rates of introduction.

Source J provides information on range of effects of internet on work patterns and job security.

- LEVEL 1: Descriptive response with implied reference to a source or simply quoting from a source: e.g. *"people are affected because it's a lot quicker..."*. 1-2
- LEVEL 2: A point of view is expressed supported by some evidence from a source.
e.g. as for Level 1 plus *"..you can just send an email..."*. 3-4
- LEVEL 3: Response focuses on the question. There is some interpretation of the sources. Presents argument supported by information drawn from **both** sources. Effects can be of a positive or negative nature.
e.g. some people may gain from increase in use of ICT because...work can be done more efficiently... it improves their lifestyle...because they can work at home, better opportunities for disabled, lone parents, (Source J). Although more people are getting them, some are being left behind because they have not been trained, cannot afford (small firm?)...so... (Source I). 5-6
- LEVEL 4: Clear focus on question. Explanation is logical and detailed. There is extended interpretation of both sources. As for Level 3 but both positive and negative effects are considered. 7-8

TOTAL: **24 marks**