

GCSE 2006

November 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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November 2006**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, eg Question 1 (e), to decide the level, eg Level 3.

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

If the answer meets the requirements of the QWC descriptor, award the higher mark, eg 6 marks.

If the answer does not meet the QWC requirements, award the lower mark, eg 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 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: *conveys idea* of a legally separation of two people previously living as a couple.
 “Termination of marriage” is OK
- 1
1. (b) Explain the meaning of the term **extended family**. (3 marks)
- TARGET: Key Idea 1, Assessment Objective 1
- Implies more than parents and children e.g. aunts and uncles 1
- Describes a typical extended family, including grandparents 2
- 3 marks explaining that an extended family is three generations and may also include aunts/uncles/cousins. 3
- 3
1. (c) Explain **two** ways that traditional gender roles within the family are changing. (4 marks)
- TARGET: Key Idea 3, Assessment Objective 1b
- Mark each of the two ways out of 2 marks. (Focus on the effects.)
- e.g. Housework is not seen as women’s work so much so there is more sharing.
 More women are working so more sharing of child raising.
 More women are main wage earners so more men are taking paternity leave.
- Up to 2 marks for **each** argument
- (2 x 2 marks)

1. (d) Using examples and information from your studies, explain what influences our views about the importance of the family. You could include any of the following:

- the media
- religion
- family
- laws.

(8 marks)

TARGET: Key Ideas 1, 2 and 4, Assessment Objective 1

LEVEL 1: Some recall of relevant knowledge implied *about* one influence from list e.g. the media show celebrities with their families so they are like role models (2) 1-2

LEVEL 2: A generalised assertion e.g. “there are lots of influences such as” followed by list, and some comment on more than one for top of level 2 3-4

LEVEL 3: Shows knowledge of more than one influence and explains them.
 Uses examples from own studies to illustrate answer.
 Answer to cover some of the following. Other influences not listed may be identified and explained e.g. economic
 Mark allocation decided by range/depth/own studies balance

e.g. religions such as Christianity, Judaism, Islam teach about the sanctity of the family. It is to be aspired to as basic unit within which children are to be brought up
Traditions create pressure to conform to previous generations. So if family is norm then pressure is to repeat.
Media both idealise family through films, celebrity weddings etc. but also cover alternative life styles more recently creating alternative models.
Laws reflect dominant beliefs so law , for example gave tax advantages to family units
 For 6, must be clearly focussed on question. 5-6

LEVEL 4: Shows understanding of a *range* of reasons from L3.
 Deploys information/examples from own studies to develop answer.
 Accurate use of terminology from subject content.
 Answer builds towards a reasoned conclusion showing an understanding of the range and complexity of causes. 7-8

1. (e) Explain whether there is a typical family in the UK today. Use Sources A and B to support your answer. (8 marks)

TARGET: Key Ideas 1, 2 and 3, 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 5. The descriptors below determine the level.

Source A graph of different household types in UK

Source B Different family structures from recent survey.

- LEVEL 1: Assertion/s based on a simple (implied) reference to a source
e.g. "The typical family is married." 1-2
- LEVEL 2: Simple explanation, supported by some evidence/interpretation from a source. Consequences are asserted.
e.g. "From the graph in Source A, in most families the parents are married..." 3-4
- LEVEL 3: Explanation focuses on the question and draws on both sources for evidence/interpretation.
- Interpretation and explanation to include some of the following concepts/terms:
Source A shows married couple is typical, range of family types. But different trends. So "typical" is changing.
More than one type of family because of: increase in divorce rates, increase in lone parent families, increase in cultural diversity, adoption, fostering.
Evidence of candidates applying own understanding of the debate over whether there is a typical family in their interpretation of the sources. 5-6
- LEVEL 4: Clear focus on question, logically and critically drawing on/interpreting both Sources and using range of relevant concepts to answer the question. 7-8

TOTAL: 24 marks

2. (a) Give the meaning of the term **persecution**. (1 mark)

TARGET: Key Idea 2, Assessment Objective 1a

Recalls definition. *Conveys idea* that persecution involves the persistent bullying/picking on/targeting by various means of a particular individual or group. “Prejudice/discrimination” is not enough.

1

2. (b) Explain the meaning of the term **institutional discrimination**. (3 marks)

TARGET: Key Idea 3, Assessment Objective 1

A simple explanation: e.g. “treating unfairly” .(Treats question as “discrimination”)

1

Conveys idea that I D is where discrimination is ingrained into the way a society works day to day. This might be done with an example. e.g. “In the Stephen Lawrence enquiry racism was in the organisation. The police were found to be institutionally racist”

2

Clear, detailed explanation that ID is where discrimination is systemic: may include example e.g.... the organisation acts in a racist (other discrimination) way as a whole

3

2. (c) Describe **two** examples which show how some people have been used as scapegoats. (4 marks)

TARGET: Key Idea 1, Assessment Objective 1

Mark each of the **two** examples of scapegoating out of 2 marks.

1 mark maximum for naming/implying/asserting a scapegoat e.g. “asylum seekers are scapegoats.....”

Up to 2 marks for an example of scapegoating explained

e.g. “....this is because they are stereotyped and falsely blamed by some of the media and racist groups for taking jobs and accused of scrounging welfare benefits .

Other e.g.s could include groups of students at school who are targeted for bullying because they are seen as outsiders for some reason...

(2 x 2 marks)

- 2 (d) Using examples and information from your studies, explain how discrimination can be reduced in the UK. You could include any of the following levels of action:
- individual
 - community
 - government
 - international.

(8 marks)

TARGET: Key Ideas 4 and 2, Assessment Objective 1

LEVEL 1: Some recall of relevant knowledge implied *about* one method from list. 1-2

LEVEL 2: A generalised assertion e.g. “there are lots of ways such as” followed by list, and some comment for top of level 2 3-4

LEVEL 3: Shows knowledge of more than one method and explains them. Uses examples from own studies to illustrate answer. Answer to cover some of the following. Other methods not listed may be identified and explained. Mark allocation decided by range/depth/own studies balance. e.g. individual: speaking out when encountering prejudiced remarks
community: local campaign against BNP or similar or school anti racist/gay bullying campaign
national: school based education programme, Show Racism Red Card
international: UN Human Rights programmes. European court of Human Rights 5-6

LEVEL 4: Shows understanding of a *range* of methods from L3. Deploys information/examples from own studies to develop answer. Accurate use of terminology from subject content. Answer builds towards a reasoned conclusion showing an understanding of the range and complementarity of methods. 7-8

2. (e) Explain how stereotyping in childhood can lead some people to persecute others. Use **Sources C and D** to support your answer. (8 marks)

TARGET: Key Ideas 2, 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 5. The descriptors below determine the level.

Source C is about gender stereotyping

Source D is about forms of homophobic bullying

LEVEL 1:	Assertion/s based on simple reference to a source: e.g. "... Some people can't stand gay people"	1-2
LEVEL 2:	Simple explanation, supported by some evidence/interpretation from a source e.g. "It's all to do with the way you are brought up.... "	3-4
LEVEL 3:	Explanation focuses on the question and draws on both sources for evidence/interpretation. Interpretation and explanation to include <u>some</u> of the following concepts/terms: Primary and secondary socialisation, norms, stereotypes, group identity, fear/ignorance, peer pressure, education, role models.	5-6
LEVEL 4:	Clear focus on question, logically and critically drawing on/interpreting both sources and using range of relevant concepts to answer the question.	7-8

TOTAL: 24 marks

3. (a) Give the meaning of the term **political party**. (1 mark)
- TARGET: Key Ideas 1, 2 and 3, Assessment Objective 1a
- Recall: *conveys idea* that a political party is a group of people seeking to govern a country or be in power 1
-
3. (b) Explain the meaning of the term **ideology**. (3 marks)
- TARGET: Key Ideas 1 2 and 3, Assessment Objective 1
- A simple explanation: e.g. ideas 1
- Conveys idea that ideology is to do with your beliefs about how society ought to be run. Might be done through a simple example. 2
- Clear, detailed explanation that ideology is a set of beliefs/ideas about how a country/society should be governed 3
-
3. (c) Explain **one** argument for **and one** argument against extending democracy in schools. (4 marks)
- TARGET: Key Idea 4, Assessment Objective 1
- Mark each of the two arguments out of 2 marks.
- For 1 mark, any valid argument simply stated e.g. “students can have more of a say”
- For 2 marks, argument is more developed, e.g. “...so they will feel the school is more theirs, feel more involved..”
- Other common arguments:
Rights/abuse of rights/distraction from work/time consuming/get the school more how they like it. (2 x 2 marks)
-

3. (d) Using examples and information from your studies, explain the advantages **and** disadvantages of pressure groups in a democracy. You could include any of the following:
- participation
 - methods
 - the media
 - power.
- (8 marks)

TARGET: Key Idea 3, Assessment Objective 1

LEVEL 1: Some recall of relevant knowledge implied <i>about</i> one advantage/ disadvantage from list	1-2
LEVEL 2: A generalised assertion e.g. “there are lots of advantages and/or disadvantages such as” followed by list, and some comment for top of level 2	3-4
LEVEL 3: Shows knowledge of more than one advantage and disadvantage and <u>explains</u> them. Uses examples from own studies to illustrate answer. Answer to cover some of the following. Other advantages/disadvantages not listed may be identified and explained. Mark allocation decided by range/depth/own studies balance. e.g. <u>participation</u> : +. People more involved, have a voice, ownership <u>methods</u> : e.g.+ grass roots through petitions, rallies, - use of violence <u>media</u> : + publicity can sound out extent of support, - can manipulate exaggerate/ dramatise arguments / extent of support <u>power</u> : + minorities can gain access, sway public opinion, - unequal resources, can be devious (vested interest e.g. tobacco p.g.)	5-6
LEVEL 4: Shows understanding of a <i>range</i> of relevant concepts from L3. 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) Explain how democratic rights are abused under a dictatorship.
Use **Sources E and F** to support your answer. (8 marks)

TARGET: Key Ideas 1, 2, 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 5. The descriptors below determine the level.

Source E: describes Pinochet sweeping to power by use of force

Source F: one person's description of life during the dictatorship .

- | | |
|--|-----|
| LEVEL 1: Assertion/s based on a simple reference to a source:
e.g. "torture is an abuse of democratic rights" | 1-2 |
| LEVEL 2: Simple explanation, supported by some evidence/interpretation from a source | 3-4 |
| LEVEL 3: Explanation focuses on the question and draws on both sources for evidence/
interpretation.
Interpretation and explanation to include <u>some</u> of the following concepts/terms:
no election – right to vote, use of violence to gain power, use of arrest without
trial, no freedom of expression, use of torture, persecution of opposition, no
freedom of the press, denied access to UN Human Rights court by external
supporters | 5-6 |
| LEVEL 4: Clear focus on question, logically and critically drawing on/interpreting both
sources and using range of relevant concepts to answer the question. | 7-8 |

TOTAL: 24 marks

4. (a) Give the meaning of the term **colonialism**. (1 mark)
- TARGET: Key Idea 2, Assessment Objective 1a
- Recall: conveys the idea that it is to do with one country controlling the lives of people in another country. “Taking land by force” is OK. 1
4. (b) Explain the meaning of the term **relative poverty**. (3 marks)
- TARGET: Key Idea 1, Assessment Objective 1
- Basic explanation implies some measure of poverty compared to others. 1
- Idea that it is a comparison with the norm of a society
“poor compared ton the norms of society...” 2
- For 3 marks, clear explanation conveys idea that relative poverty exists for those who earn significantly below the average income. One common definition is where income falls below half the average. 3
4. (c) Explain **two** reasons why life expectancy is higher in More Economically Developed Countries (MEDCs) than in Less Economically Developed Countries (LEDCs). (4 marks)
- TARGET: Key Idea 1, 2, Assessment Objective 1
- Mark each of the two reasons out of 2 .
- Maximum of 1 mark each for basic statements implying differences in life expectancy e.g. “better off, better diet” up to 2
- 2 marks for a clearly-stated reason for difference: e.g. “In MEDCs it is higher than in LEDCs because there is better health care so diseases and illnesses can be treated. AND: “There are fewer people per doctor in MEDCs so it is much easier to get treatment than in an LEDC”. Reason needs to show contrast between LEDC and MEDC (2 x 2 marks)

4. (d) Using examples and information from your studies, explain how different forms of aid can help people in LEDCs make progress. You could include any of the following:
- humanitarian aid
 - government aid
 - non-governmental organisations.

(8 marks)

LEVEL 1:	Some recall of relevant knowledge implied <i>about</i> one form of aid from list e.g. “emergency (humanitarian) aid for victims of Pakistan earthquake”	1-2
LEVEL 2:	A generalised assertion e.g. “there are lots of types of aid such as” followed by list, and some comment for top of level 2	3-4
LEVEL 3:	Shows knowledge of how more than one form of aid can help LEDCs and <u>explains</u> them. Uses examples from own studies to illustrate answer. Answer to cover some of the following. Other forms of aid not listed may be identified and explained e.g. <i>Medicins sansFrontières</i> (could be as NGO). <u>Humanitarian</u> : natural and man-made emergencies. Helps country get back on its feet. Increasingly through UN <u>Official</u> : Bilateral, possibly tied. Usually longer term, prestige projects. Can help via university places in MEDC <u>NGO</u> : small scale, specific, local successes. Recent higher profile with campaigns such as MPH. <u>Multilateral</u> : large scale, structural. Accepts different types of aid dealt with collectively.	5-6
LEVEL 4:	Shows understanding of a <i>range</i> of relevant concepts identified in L3. Detailed use of information/examples from own studies to develop answer. Accurate use of terminology from subject content. Answer builds towards a reasoned conclusion showing how different types of aid can help but also critically evaluating effect on progress.	7-8

4. (e) Explain how fair trade would help the people of Haiti achieve the UN development goals. Use **Sources G and H** to support your answer. (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 5. The descriptors below determine the level.

Source G: describes how Haiti has been affected by cheap rice imported from US

Source H: sets out the 8 UN millennium goals for development of LEDCs.

LEVEL 1:	Assertion/s based on a simple reference to a source: e.g. “they’d be better off with more rice....”	1-2
LEVEL 2:	Simple explanation, supported by some evidence/interpretation from a source e.g. If the US sold its rice at a fair price then more farmers in Haiti could make a living. So they would not be leaving their land so they would not be so poor. This would help with the first UN millennium goal....”	3-4
LEVEL 3:	Explanation focuses on the question and draws on both sources for evidence/interpretation. Interpretation and explanation to include <u>some</u> of the following concepts/terms: fair trade, break the poverty cycle, improve average incomes, raise literacy rates by enabling more children to attend school. Improve health because fewer living in slums and not earning. Enable more money to be spent on health and schools because less dependent on aid so.... Effects of US far trade are linked to UN millennium goals	5-6
LEVEL 4:	Clear focus on question. Explanation is logical and detailed covering a range of issues. It draws on both sources and uses relevant concepts.	7-8

TOTAL: 24 marks

5. (a) Give the meaning of the term **trade union**. (1 mark)
- TARGET: Key Idea 4, Assessment Objective 1a
- Recall: *Conveys idea* of employees acting together/collective action/organisation acting for the group 1
-
5. (b) Explain the meaning of the term **secondary industry**. (3 marks)
- TARGET: Key Idea 2, Assessment Objective 1
- A simple explanation e.g people’s work involves making things 1
- Explanation conveys idea that secondary industry involves all forms of production after the raw materials have been acquired. An example can be used to explain. 2
- Explanation covers all three elements: manufacturing, assembly and construction 3
-
5. (c) Explain **one** advantage **and one** disadvantage of specialisation in the workplace. (4 marks)
- TARGET: Key Idea 3, Assessment Objective 1
- Mark each out of 2 marks (one advantage and one disadvantage)
- Maximum of 2 marks for listing advantages/disadvantages, e.g. get more done, boring
- Up to 2 marks for explaining an advantage/disadvantage, e.g. “A disadvantage of specialisation is that people may not feel involved as they don’t see the finished product. Lacks transferable skills. An advantage is that...”
- Accept answers from viewpoint of workers as well as employer
- (2 x 2 marks)
-

5. (d) Using examples and information from your studies, explain the positive **and** negative effects of economic migration. You could include any of the following:
- standard of living
 - industrial relations
 - employment
 - equal opportunities.
- (8 marks)

TARGET:	Key Idea 1, 2 and 3, Assessment Objective 1	
LEVEL 1:	Some recall of relevant knowledge implied <i>about</i> one argument for or against from the list e.g. “might be afraid that economic migration will cause loss of jobs”	1-2
LEVEL 2:	A generalised assertion e.g. “there are lots of advantages and/or disadvantages of economic migration such as” followed by list, and some comment for top of level 2	3-4
LEVEL 3:	Shows knowledge of more than one argument for/against and <u>explains</u> them. Uses examples from own studies to illustrate answer. Answer to cover some of the following. Other arguments for/against not listed may be identified and explained e.g. New start in life, seize/offer new opportunities, pioneering spirit. <u>Employment</u> : may be different locations so labour needs to move. May be seen as newcomers taking people’s (old) jobs so need for cooperation, retraining opportunities. <u>Industrial relations</u> : Maybe (+) good working conditions attract employees. Maybe (- or + depending on politics) if cheap labour is moved in to undermine strong union.	5-6
LEVEL 4:	Shows understanding of a <i>range</i> 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	7-8

5. (e) Explain why people have different attitudes to work.
Use **Sources I and J** to support your answer. (8 marks)

TARGET: Key Ideas 1, 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 5. The descriptors below determine the level.

Source I: pie chart of what a sample of employees thought was most important about their work. Mixture of extrinsic and intrinsic influences, with former top

Source J: mixture of positive and negative feelings, both intrinsic and extrinsic sources.

- LEVEL 1:** Assertion/s based on a simple reference to a source:
e.g. “There are lots of influences. Most people think pay is the main thing....” 1-2
- LEVEL 2:** Simple explanation, supported by some evidence / interpretation from a source
e.g....In Source I, salary is the top influence in the survey but your working environment is also important. People are different so attitude depends on who the person is. 3-4
- LEVEL 3:** Explanation focuses on the question and draws on both sources for evidence/ interpretation.
Interpretation and explanation to include some of the following concepts/terms: intrinsic and extrinsic sources of influence on attitudes with explanation and examples; alienation; expectations. Positive and negative covered. 5-6
- LEVEL 4:** Clear focus on question. Explanation is logical and detailed covering a range of issues. It draws on both sources and uses relevant concepts. 7-8

TOTAL: 24 marks