



General Certificate of Secondary Education

Humanities 3071/2

Paper 2

Mark Scheme

2007 examination - June series

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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June 2007**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 RESPONSE MARK SCHEME

3.1 The levels of response

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

In the mark scheme different types of answers are identified and are arranged in a series of levels, each of which is allocated a range of 2 marks.

3.2 **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 QWC descriptor, award the higher mark, e.g. 6 marks.

If the answer does not meet the QWC 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 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 **marriage**. (1 mark)

TARGET: Key Idea 3, Assessment Objective 1a

Recall: conveys idea of a legally or spiritually binding commitment of two people to live together “as husband and wife” or as partners in a defined and permanent relationship . e.g. “share vows and promise to be faithful....” “When two people commit themselves to living as one unit.”

1

1. (b) What can a family do to take responsibility for its elderly relations? Explain, using an example. (3 marks)

TARGET: Key Idea 3, Assessment Objective 1

Gives a simple example: “do the shopping”. “Putting in a home” (is a weak example without some qualification).

1

Conveys idea of an overall commitment plus example, such as regular visits in order to...., or living with family so that.... The example is tied in to the explanation.

2

For 3 marks, explanation, with an example, makes clear that responsibility is shown when family makes commitment to the happiness and welfare of elderly relations through e.g. inclusion in family activities / regular visits if they need to be in a home because of their health / showing them respect/ take financial responsibility for carers’ professional help, fees ...etc

3

- 1.(c) Explain **two** reasons why gender roles in the family have changed in the UK since 1900. (4 marks)

TARGET: Key Idea 3, Assessment Objective 1b

Mark **each of the two** reasons **out of 2 marks**. (2 x 2 marks)

For 1 mark, a simple assertion or example: “Because more women go out to work”.

For 2 marks, a similar reason but developed such as “...Women’s expectations have changed because they are now out working in full time jobs. More women are insisting men share the running of the home.”

Other arguments:

- Changing laws make it easier for women to divorce unreasonable men
- Better career opportunities for women have allowed some couples to choose for the husband / male partner to stay at home with the baby
- Messages from education sector
- More single parent families

1. (d) Explain why there are different family types in the UK. Use examples and information from your own studies. You could include any of the following:
- culture
 - religion
 - law
 - wealth.
- (8 marks)

TARGET: Key Ideas 1, 2 ,3 and 4, Assessment Objective 1

LEVEL 1: Some recall of relevant knowledge implied *about* one influence from list **or** about family types. e.g more divorces mean more single-parent families. 1-2

LEVEL 2: A generalised response **or** accurate understanding of one family type, e.g. “there are lots of reasons such as” followed by list and some expansion on the list of reasons for top of level. Limited use of example. 3-4

LEVEL 3: Shows knowledge of some family types: extended / nuclear / lone / reconstituted **and** one reason in some depth (or more in less depth). Uses examples from own studies to illustrate answer. Answer to cover some of the following. (Other influences not listed may be identified and explained). The answer may be confined within **one** bullet point. The range of concepts/depth and use of own studies will determine the mark.

Culture: any element of culture can be focused on, such as tradition of extended family in many ethnic minority cultures means that... Media (especially US) can idealise nuclear family through films, celebrity lifestyle etc. but also cover alternative life styles, creating alternative models.

Religion. e.g. Catholic Christians frown on divorce and contraception so large extended families would be encouraged.

Laws reflect dominant beliefs of a culture; so law, for example, has given tax advantages to family units, disallowed same sex arrangements. Current law more liberal so allows range of family types. Reconstituted and lone are more socially acceptable and less penalised. Changed views on divorce have also made these types more common.

Wealth: For opposite reasons poor and rich likely to have extended families. 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 provides reasoned conclusion(s) showing an understanding of the range and complexity of reasons. 7-8

- 1 (e) Is it the media or parents who most influence children's attitudes towards the family?
Explain, using **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 of Key Ideas 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 emphasises parents' role in encouraging sharing activities.

Source B report on young people watching television.

- LEVEL 1: Assertion based on a simple (implied) reference to a source.
e.g. "Parents bring family traditions to life." (more or less from the source) or a simple general / sweeping assertion. 1-2
- LEVEL 2: Simple explanation, supported by some evidence / interpretation from a source. Consequences are asserted.
e.g. "..... like Source A says, parents can show children how to enjoy time with the family by doing things together"
"Parents can show children how to respect older members of the family which is important in family life". 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 how customs and traditions can be brought to life by the parents. It is the role of the parents that makes a difference. They can bring generations together through shared activities children learn about sharing and respect. Also family history through role parents can play. Gives security and sense of belonging to all.
Source B shows that children can also be exposed to influence from TV: values, role models, subject matter.
Overall : Parents can have major influence as suggested in A but they in turn are subject to other influences, as are the children, so overall a child's attitude to family life is the product of a range of socialising influences(conclusion). 5-6
- LEVEL 4: Clear focus on question with reasoned conclusion, logically and critically drawing on / interpreting both sources and using range of relevant concepts to answer the question as indicated in L3. 7-8

24 marks

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

TARGET: Key Idea 1, Assessment Objective 1a

Recalls definition. *Conveys idea* that a scapegoat is a person or group that is made to take the blame for others **unfairly**. **Or** a relevant example.

1

2. (b) What is genocide? Explain, using an example. (3 marks)

TARGET: Key Idea 3, Assessment Objective 1

A simple explanation which implies the mass killing of a race or culture, **or** simple example e.g “The holocaust”.

1

Conveys idea of mass killing of a race or culture **plus** example, such as “the holocaust in which...” The example is tied in to the explanation. May use “ethnic cleansing” instead of “wipe out” or “exterminate” to get across this concept.

2

For 3 marks, explanation, with an example, makes clear that genocide is a **systematic** attempt to wipe out an entire ethnic group / culture.

3

2. (c) Explain **two** examples that show stereotyping is a form of prejudice. (4 marks)

TARGET: Key Idea 1, Assessment Objective 1

Mark **each of the two** explanations **out of 2 marks**.

(2 x 2 marks)

Note: prejudice is an attitude – do not reward actions.

For 1 mark, a simple assertion or example: “all blonde women are dumb”.

For 2 marks, a similar example may be used but is developed such as “This is not true of all blonde people **so** this is based on a fixed idea.”

Other examples:

“The stereotyping of asylum seekers as... is based on limited knowledge / fixed ideas which are prejudiced...”

“The stereotyping of young people as... is based on...”

“All Muslims are terrorists ...”

or stereotypes of specific nationalities.

- 2 (d) Explain how prejudice can lead to discrimination. Use examples and information from your own studies. You could include any of the following levels:
- personal
 - local
 - national
 - international.
- (8 marks)

TARGET: Key Ideas 1, 2 and 3, Assessment Objective 1

- LEVEL 1: Some recall of relevant knowledge implied *about* one level, e.g. some men won't employ women even if they are qualified (2) 1-2
- LEVEL 2: A generalised response **or** accurate understanding of one way. e.g. "there are lots of ways such as" followed by list **and** some expansion for top of level. Limited use of example. 3-4
- LEVEL 3: Shows knowledge of some ways prejudice can link to discrimination: ignorance, fear, stereotyped beliefs can lead to treating people unfairly. Discrimination is prejudice in action. Uses examples from own studies to illustrate answer. Answer to cover some of the following. (Other influences not listed may be identified and explained). The answer may be confined within **one** bullet point. The range of concepts/depth and use of own studies will determine the mark.
- Personal: taking a dislike to a new pupil for prejudiced reason can lead to excluding person from your peer group.
- Local: Homophobia - based on irrational fear - could lead to discrimination by a community against a local resident in terms of housing. Other prejudices and stereotyping could lead to discrimination in housing and employment at a local level against certain ethnic groups / asylum seekers / economic migrants. All could be made worse by local media.
- National: laws, media and government policies can create national stereotypes leading to discrimination e.g. gypsies, gays, black people in USA, S. Africa.
- International: Religious beliefs, political ideology has led to discrimination based on arrogance, ignorance and fear at an international level, e.g unfair treatment of Jews in Europe, Gays in many parts of world. 5-6
- LEVEL 4: Shows understanding of a *range* of ways from L3. Deploys information/examples from own studies to develop answer. Accurate use of terminology from subject content. Answer provides reasoned conclusion(s) showing an understanding of the processes by which prejudice can result in discrimination. 7-8

2. (e) Are anti-racist laws enough to combat racism? Explain, using **Sources C and D** to support your answer. (8 marks)

TARGET: Key Ideas 1,2, 3,4. Assessment Objective 2d. (Use of own knowledge of Key Ideas 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 racist incidents, including the brutal racist murder of a black teenager and the killers being given deterrent jail sentences.

Source D is from a recent report criticising the government for not doing enough to encourage anti racism and pro diversity.

- LEVEL 1: Assertion based on a simple (implied) reference to a source.
e.g. "The killing of Anthony Walker was a racist murder and a deterrent sentence is vital to stop others (more or less from the source), or a simple general / sweeping assertion. 1-2
- LEVEL 2: Simple explanation, supported by some evidence / interpretation from a source
e.g. "...The extra laws did not stop the murder of Anthony Walker. But the killers can now be locked up for a long time due to changes in the law...." 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 C: shows that long prison sentences for racist killings are possible. Are they longer because they are racist? Judge suggests vileness of crime is partly because reason is racist. Will long sentences deter? Young people responsible should have benefited from anti-racist culture in schools, but...perhaps racist primary socialisation and racist peer groups more powerful...
Source D: shows a number of measures taken to strengthen law. Law has been found to be both incompetent and institutionally racist. Has strengthening of anti-racist law led to more people having confidence to report racist incidents?
Is the problem a lack of anti-racist socialisation as suggested by the report reported in the Guardian...? Socialisation in early years more important because it prevents stereotyping and makes people positive towards people of different ethnic groups / cultures to self....
Overall: anti-racist laws are not enough to reduce racially motivated attacks although they can act as a deterrent. The important thing is to create positive attitudes and combat stereotypes in early years through socialisation (primary: parents) and secondary (schools, media). 5-6
- LEVEL 4: Clear focus on question with reasoned conclusion, logically and critically drawing on / interpreting both sources and using range of relevant concepts to answer the question as indicated in L3. 7-8

TOTAL: 24 marks

-
3. (a) Give the meaning of the term **democracy**. (1 mark)
- TARGET: Key Idea 3, Assessment Objective 1a
- Recall: *conveys idea* of rule by the people. May pick a key aspect e.g. right to vote, freedom of speech. 1
-
3. (b) What is a pressure group? Explain, using an example. (3 marks)
- TARGET: Key Idea 3, Assessment Objective 1
- A simple explanation or example: e.g. "League against cruel sports" 1
- Conveys idea of interest group campaigning for / against change plus example. The example is tied in to the explanation or methods used to achieve objectives. 2
- For 3 marks, explanation, with an example, makes clear that a pressure group is an interest group that tries to influence public policy and governmental legislation, regarding its particular concerns and priorities. 3
-
3. (c) Explain **two** ways the United Kingdom could be made more democratic. (4 marks)
- TARGET: Key Ideas 1, 4, Assessment Objective 1
- Mark **each of the two** explanations **out of 2 marks**. (2 x 2 marks)
- For 1 mark, a simple assertion or example: "make it easier for everyone to have a say".
- For 2 marks, a similar example may be used but is developed such as "By making it easier for people to vote, such as on-line voting, more people could have a say in the running of the country"
- Other examples:
 Increase the number of people voting
 Have an elected second chamber
 Time between elections
 Referendums
 Reduce voting age
-

3. (d) Explain the advantages of a democracy over a dictatorship. Use examples and information from your own studies. You could include any of the following:

- rights
- participation
- decision-making
- power.

(8 marks)

TARGET: Key Idea 3, Assessment Objective 1

LEVEL 1: Some recall of relevant knowledge implied *about* one advantage from list e.g. “more rights under democracy” 1-2

LEVEL 2: A generalised response **or** accurate understanding of one advantage. e.g. “there are lots of advantages such as” followed by list and some expansion on the list for top of level. Limited use of example. 3-4

LEVEL 3: Shows knowledge of the meaning of democracy and dictatorship and explains some advantages.
Uses examples from own studies to illustrate answer.
Answer to cover some of the following. (Other advantages not listed may be identified and explained).
The answer may be confined within **one** bullet point.
The range of concepts/depth and use of own studies will determine the mark.

Rights: under democracy individual rights such as...are protected, whereas in a dictatorship people are controlled/terrorised...

Participation: People more involved, have a voice can campaign to change / protect from change

Decision-making: can vote, can petition, can stand in elections

Power: minorities have rights, can gain access, sway public opinion, - unequal resources, can be devious (vested interests). Due to participation can avoid power struggles leading to violence.

Some democracies have more limited rights / participation than others. 5-6

LEVEL 4: Shows understanding of a *range* of advantages from L3.
Deploys information/examples from own studies to develop answer in depth.
Accurate use of terminology from subject content.
Answer provides reasoned conclusion(s) showing an understanding of the advantages to most individuals of democratic organisation and principles of dictatorship. 7-8

3. (e) Do young people have a responsible attitude towards their democratic rights? Explain, using **Sources E and F** to support your answer. (8 marks)

TARGET: Key Ideas 1, 2, 3, 4. Assessment Objective 2d. (Use of own knowledge of key ideas 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: is about the decline in young people's voting in British general elections.

Source F: is about a survey of young people's views on what being a good citizen means.

- LEVEL 1: Assertion based on a simple (implied) reference to a source.
e.g. "Young people are voting less and less" 1-2
- LEVEL 2: Simple explanation, supported by some evidence / interpretation from a source e.g. "...Young people are voting less and less, because they do not see it as being the most important thing about being a good citizen...." 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 E shows that there has been a significant increase in the proportion of young people in both age categories not voting. It is now around 50%. This is worrying because democracy depends on people participating and accepting the responsibilities that follow having the right to vote. Higher education seems to encourage people to vote, but that still only results in 75% voting.
Source F: shows that young people do not themselves think that voting is their most important responsibility as a citizen. Survey shows good percentage responding to global and local campaigns and quite a few getting active themselves. Cannot tell how this compares to older groups. Overall conclusion can be that: active participation is the key to being a good citizen, however the democratic process of electing governments can become corrupt / abused if only a few people vote. OR the high proportion of young non-voters reflects something wrong with the democratic process rather than young people as shown in Source F.....with further development of reasons and use of information in Source F... 5-6
- LEVEL 4: Clear focus on question with reasoned conclusion, logically and critically drawing on / interpreting both sources and using range of relevant concepts to answer the question as indicated in L3. 7-8

TOTAL: 24 marks

4. (a) Give the meaning of the term **international debt**. (1 mark)

TARGET: Key Idea 1, Assessment Objective 1a

Recall: conveys the idea that it is money owed by countries to each other. 1

4. (b) What is absolute poverty? Explain, using an example. (3 marks)

TARGET: Key Idea 2, Assessment Objective 1

A simple explanation or example: e.g. very poor. 1

Conveys idea of people unable to secure the basic essentials such as food, water and shelter. **Or** an example. 2

For 3 marks, clear explanation with an example showing that absolute poverty is the term used to describe someone on the edge of survival. 3

4. (c) Explain **two** reasons why literacy rates are usually lower in Less Economically Developed Countries (LEDCs) than in More Economically Developed Countries (MEDCs). (4 marks)

TARGET: Key Idea 1, Assessment Objective 1

Mark **each of the two** explanations **out of 2 marks**. (2 x 2 marks)

For 1 mark, a simple assertion or example: e.g. “not so many schools”.

2 marks for a clear explanation for lower literacy rates in LEDCs: e.g. “LEDC governments cannot afford to spend as much (as MEDCs) on providing education for all children so fewer learn to read and write...”

Reason needs to show contrast between LEDC and MEDC which can be implicit.

Other explanations: parents have to pay school fees and cannot afford to...

Many children do not go to school because they are out working to boost family income.

Sickness of children or parents

4. (d) Explain how colonialism has affected the development of countries. Use examples and information from your own studies. You could include any of the following:
- exploitation
 - natural resources
 - cash crops
 - economic power.
- (8 marks)

TARGET: Key Ideas 2, 3. Assessment Objective 1.

LEVEL 1: Some recall of relevant knowledge implied *about* one effect from list e.g. "Rich countries took LEDCs' natural resources." 1-2

LEVEL 2: A generalised response **or** accurate understanding of one effect. e.g. "there are lots of effects such as" followed by list and some expansion on the list for top of level. Limited use of example. 3-4

LEVEL 3: Shows knowledge of the meaning of colonialism and development and explains some effects.
 Uses examples from own studies to illustrate answer.
 Answer to cover some of the following. (Other effects not listed may be identified and explained).
 The answer may be confined within **one** bullet point
 The range of concepts/depth and use of own studies will determine the mark.

Exploitation: The process of exploiting countries in an empire is known as colonialism. It means taking the wealth of the conquered country and using its superior power to make its indigenous people work for the conquering country either as slaves for very low wages. Mainly 16th-19th centuries. Significant legacy after ending. Sent colonies backwards, allowed the people who run the colonial powers to become wealthy and more powerful.

Natural Resources: A major reason for exploiting colonies was to extract its natural resources or to use its climate / environment to grow what could not be grown in the colonial power.

Cash crops: are what people in LEDCs ended up being forced to grow. Makes the economy of their own country lopsided. Low wages, volatile prices, competition from other colonies Bought at bargain basement prices by colonial powers, using force where necessary. Has held back and continues to hold back development.

Economic power: massively increased for colonialists and massively destroyed for the victims. Legacy of weak governments, feuding, lack of functioning infrastructure, education system, health..... 5-6

LEVEL 4: Shows understanding of a *range* 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 provides reasoned conclusion(s) showing how colonialism created gap between the colonialists and those who were colonised which since the formal end of colonialism has worsened due to continuing unfair power relationships based on the colonial past. 7-8

4. (e) Is aid the most effective method of reducing global inequality? Explain, using **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 of Key Ideas 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: is about NGO aid relative to ODA aid and NGO money being used to help LEDCs prevent water-borne illnesses / overcome malnutrition.

Source H: is about the aims of the Fairtrade campaign.

LEVEL 1: Assertion based on a simple (implied) reference to a source:
e.g. "Giving money to create a fish farm is going to help..." 1-2

LEVEL 2: Simple explanation, supported by some evidence / interpretation from a source
e.g. "...Fair trade would help farmers improve their living standards in the long run by making sure they get better prices for their crops" 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 G: NGO aid is direct and can help small groups in specific ways emergency / humanitarian / longer term. This can provide hope quite quickly to a few people in LEDCs.

Source H: However the Fair trade campaign is trying to change the terms of trade between LEDCs and MEDCs which are loaded in MEDCs favour through unfair subsidies, tariffs, low wages and quotas.

Overall conclusion can develop either way. NGOs' aid packages can make a difference quite quickly, but usually to a relatively small number of people and do not really address the root causes of the development gap which are to be found in the unfair terms of trade 5-6

LEVEL 4: Clear focus on question with reasoned conclusion, logically and critically drawing on / interpreting both sources and using range of relevant concepts to answer the question as indicated in L3. 7-8

TOTAL: 24 marks

-
5. (a) Give the meaning of the term **division of labour**. (1 mark)
- TARGET: Key Idea 3, Assessment Objective 1a
- Recall: *Conveys idea* that work is split up into different parts. 1
-
5. (b) What is alienation? Explain, using an example. (3 marks)
- TARGET: Key Idea 1, Assessment Objective 1
- A simple explanation or example: e.g. bored with their work 1
- Conveys idea of being disengaged, uninvolved with job plus example. The example is tied in to the explanation. 2
- For 3 marks, clear explanation with an example. Alienation is absence of intrinsic job satisfaction. It is the dissatisfaction workers feel with the tasks they are required to perform. Can be linked to no sense of control or ownership of production / work process 3
-
5. (c) Explain **one** advantage **and one** disadvantage of economic migration. (4 marks)
- TARGET: Key Idea 3, Assessment Objective 1
- Mark **each of the two** explanations **out of 2 marks**. (2 x 2 marks)
- For 1 mark, a simple assertion or example: e.g. “more money, more jobs for the migrants”, “fewer jobs for local people”.
- 2 marks for a clear explanation e.g. “An advantage of economic migration is that if there is a skill shortage in certain areas then the movement into the area of workers with those skills will help solve the problem..”
 “A disadvantage of economic migration is that it may create resentment in the local community because...”
-

5. (d) Explain the effects of introducing new technology in the workplace. Use examples and information from your own studies. You could include any of the following:
- specialisation
 - skills
 - employment patterns
 - industrial relations.
- (8 marks)

TARGET: Key Idea 1, 2 and 3, Assessment Objective 1

LEVEL 1: Some recall of relevant knowledge implied *about* one effect from list e.g. “new technology can make jobs easier” 1-2

LEVEL 2: A generalised response **or** accurate understanding of one effect. e.g. “there are lots of effects such as” followed by list and some expansion on the list for top of level. Limited use of example. 3-4

LEVEL 3: Shows knowledge of new technology in the workplace and explains some effects.
 Uses examples from own studies to illustrate answer.
 Answer to cover some of the following. (Other effects not listed may be identified and explained).
 The answer may be confined within **one** bullet point
 The range of concepts/depth and use of own studies will determine the mark.

Specialisation: may be increased for those designing and making new tech. This may be an advantage to them because they will be in demand. May be a disadvantage to consumer as cost of person with new and scarce skills may be high (e.g. computer repair). May lead simplification of job and so less specialised. Disadvantage to worker but may be advantage to employer (easier to employ and on non-specialist wage.)

Skills: Could lead to both deskilling / the development of new skills and re-skilling. Advantages and disadvantages depending.

Employment patterns: Possible collapse of traditional work (e.g. skilled weavers) and growth of new tech / lower skilled centres in different location.

Industrial relations: Could be made worse: deskilling / redundancies. Negotiations due to higher output and desire for higher pay to match.

5-6

LEVEL 4: Shows understanding of a *range* 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 provides reasoned conclusion(s) showing how new technology can create both threats and opportunities.

7-8

5. (e) Should all employees join a trade union? Explain, using **Sources I and J** 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 I is about USDAW claiming success for their campaign to improve the minimum wage.

Source J is about young people's fears about joining trade unions.

- LEVEL 1:** Assertion based on a simple (implied) reference to a source:
e.g. "The Union is good because it got an increase in the minimum wage...." 1-2
- LEVEL 2:** Simple explanation, supported by some evidence / interpretation from a source
e.g. "Trade Unions can improve wages for members but young people are afraid to join....." 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 I:** USDAW argues that members' support for the campaign was necessary, even those on above minimum pay. Shows the importance of members acting collectively. Usdaw's research revealed powerful evidence to support their argument for raising the minimum wage. This shows benefit of union action, pooling individual resources to finance expert research to back their case. Benefit is for all.
- Source J:** Young people suggest they are unhappy with their working conditions but do not feel it is worth risking their job to join a union. This may be due to fear of employer or ignorance of what acting as a union can achieve, or both.
- Overall, conclusion can develop either way. By acting as one, unions protect members who speak out and can achieve benefits for members, but some could fear this would be seen as a provocation by managers and jeopardise jobs. 5-6
- LEVEL 4:** Clear focus on question with reasoned conclusion, logically and critically drawing on / interpreting both sources and using range of relevant concepts to answer the question as indicated in L3. 7-8

TOTAL: 24 marks
