



**General Certificate of Secondary Education
June 2011**

Humanities

40702

Unit 2

Mark Scheme

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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GCSE Humanities 40702

All examiners should bear in mind that we are assessing the level of attainment of the notional 16-year-old. Examples in the mark scheme are for guidance only. They are neither exhaustive nor prescriptive. It is unlikely that candidates at this level will express themselves so formally. If they offer alternative answers to the examples in the mark scheme, and these are appropriate to the question, then credit should be given.

Quality of Written Communication (QWC)

Candidates are required to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this paper, Quality of Written Communication will be assessed in questions **06, 12, 18, 24** and **30**.

1 INTRODUCTION

This mark scheme has been designed to address the Assessment Objectives in the GCSE Humanities specification.

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.

2 MARKING PRINCIPLES

Consistency of marking It is of vital importance that every examiner applies the mark scheme in the same way throughout the marking period, as directed by the Principal Examiner.

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.

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.

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.

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.

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, contact your Senior Examiner for advice.

3 USING A LEVELS OF RESPONSE MARK SCHEME

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 3 marks.

12-mark questions using the sources: converting levels into marks

Having decided on the level, think initially in terms of awarding the **middle** mark of the three in that range. Then decide whether to stay at or move up or down from this initial mark by taking into account the following considerations.

- How well are points developed?
- How well has the source material been used?
- How much accurate knowledge/understanding is shown?
- How relevant is the answer to the question set?
- Is there a logical argument?
- Is there evidence of individual thought?

Do not be afraid to award the highest mark in any level for appropriate answers.

12-mark questions using candidates' own studies: converting levels into marks

The descriptors provided in this mark scheme concerning the Quality of Written Communication (QWC) must be applied to 12-mark questions using candidates' own studies (the last question of each option). Use the mark scheme for the relevant question, eg Question 06, to decide the level, eg Level 3. Then use the QWC descriptor to decide the mark within that level. You should judge the answer on a 'best fit' basis, according to how well it meets the QWC descriptor as a whole, again starting from the middle mark of the three.

How to assess answers to 12-mark questions

The major factor to bear in mind is that we are dealing with 16-year-old students who are writing under examination conditions and have about 12 minutes to answer a 12-mark question. The aim is to reward positively candidates who show a Humanities awareness and way of thinking.

1. 12-mark questions using the sources: source-based analysis and evaluation (AOs 2-3)

For these questions, candidates need to make use of the sources provided and their own studies. The use of sources is not just a quantitative exercise: candidates need to develop the sources and add them to their arguments. This is not necessarily a huge task, as we are talking about 12 minutes' writing by young candidates under examination conditions. However, it is worth remembering that all the sources have been made available to candidates in advance of the examination. They will also have been taught about the relevant topic in lessons prior to the examination.

Answers in **Levels 1-2** (0-6 marks) are likely to focus on the sources and tend to repeat, quote or paraphrase aspects of the sources without development.

Level 1 (0-3 marks) is awarded for a simple answer, probably simply expressed and showing a simple level of thought. It may well just be an assertion based on the sources or the candidate's own knowledge. These answers tend to be brief. The examples given in mark schemes are generally just assertions from the sources.

At **Level 2** (4-6 marks), candidates tend to derive material at a descriptive level from the sources or from their own knowledge. Evidence is presented but it is not developed. Answers are likely to contain more material than at Level 1, though we are looking for quality of thought rather than quantity of material. Candidates attempt to answer the question but at this level their explanation is likely to be superficial, undeveloped and unconvincing. They often fail to see the complexities of potential explanations.

At **Level 3** (7-9 marks), the candidate addresses the question and provides a sound and adequate level of response, usually referring to all sources. There may be use of own examples which are pertinent and relevant. The candidate shows the ability to generalise beyond the source(s), using own knowledge and case studies to amplify relevant factors and points. The candidate identifies at least one strand in the question and develops this strand.

For **Level 4** (10-12 marks), it is essential to reward the quality of argument – not specifically a conclusion, but an appreciation of the factors involved. Where there is a conclusion, it may be implicit throughout rather than drawn together at the end. The answer directly addresses the question and shows insight. All sources are used at this level: the answer is wide-ranging but it could also deal in depth with a strand of the question. We are looking for breadth or depth, generalisations beyond the sources, and understanding of the broader implications of the question posed. The responses will be developed, sustained and analytical. There may well be useful and relevant examples.

Remember that the very best candidates will deserve to score more than 12 out of 12, but clearly cannot be rewarded with more than 12 marks. Candidates can score the maximum mark for providing a thorough, holistic Humanities-based response showing both understanding and analysis of the question.

2. 12-mark questions: explanation (AO1, AO2)

The approach to the last question in each option follows the same logical progression as for the source-based 12-mark question, though no sources are provided in the question.

The progression of answers from simplistic and descriptive (Levels 1-2) to explanatory (Levels 3-4) is usually easier to identify here. The examiner is again looking to reward the quality of thought that underlies the answer.

Frequently, at the higher levels (Levels 3-4), the candidate shows the ability to see different points of view or the complexity of the question. Again, it is worth emphasising that the answer is the product of roughly 12 minutes' writing. The main consideration is not the number of points made but how well the answer has been explained.

OPTION 1 CONFLICT AND CO-OPERATION

01	Using Source A , give two types of bullying.	<i>(2 marks)</i>
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TARGET AO1

Two from eg punched, being called names, pushed or attacked, forced to hand over money or any others named in Source A. Would accept 'being hit'. 2x1 = 2

02	Using Source B , explain why some children become bullies.	<i>(4 marks)</i>
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TARGET AO1

One or more simple assertions from the source, eg I had control, felt good, respect. 1-2
 Explanation/use of the source, eg so I was popular with my friends. 3-4

03	Assess the view that all schools suffer from a bullying problem. Use Sources A and B and your own studies in your answer.	<i>(12 marks)</i>
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TARGET AO2, AO3

LEVEL 1 Simple assertions or separate points extracted from a source **and/or** own studies.

- The answer might reflect only one point of view, possibly taken from a source. 0-3
- May build to a simple conclusion, eg when I started my new school...; I was walking home from school...

LEVEL 2 Simple explanation, using at least one of the sources **and/or** own studies.

- Evidence from the sources is presented but is not developed. 4-6
- May build to a simple and clear conclusion, eg a girl started calling me names, but dealt with by form tutor; a small boy being chased by a gang in the park. They called him names, swore at him and kicked him, but rescued by some sixth formers.

LEVEL 3 Sound analysis and evaluation

- The response focuses on the question.
- The candidate presents an argument supported by information drawn from the sources **and** own studies.
- Evidence from the sources is developed or used effectively rather than just being presented.
- May build to a reasoned conclusion.

Uses examples about the types of bullying (source A) and examples of bullying in and around schools (source B). Recognises that schools have policies/approaches to deal with bullying (highlighted by the actions of tutors, teachers and head of year), but starts to recognise that not all bullying occurs in schools and schools may not deal with it effectively. 7-9

NOTE Max 8 marks if the candidate uses only the sources **or** only own studies.

LEVEL 4 Reasoned and detailed analysis and evaluation

The answer contains some or all of the following features.

- A range of points.
- A sustained focus on the question.
- Draws widely from and links both sources together.
- Uses own studies relevantly and accurately.
- Shows understanding of the complexity of the issues.
- May build to a reasoned and detailed conclusion.

Covers the range of issues, effects and actions (as in Level 3) but recognises and develops arguments that bullying may contribute to truancy problems but that not all bullying occurs in schools; may not be dealt with effectively; may develop out of school in the community perhaps out of school control; bullying is the most common issue children phone the NSPCC's Childline about, which suggests schools may not be dealing with bullying effectively.

10-12

04 Give the meaning of the term 'authority'. Use your own studies to answer.

(2 marks)

TARGET AO1

An accurate statement *conveying the idea* of having control/power. 1

Adding the legal/elected/chosen right to have control/power. 2

05 Briefly explain **two** examples of human rights that people have in a democracy. Use your own studies to answer.

(4 marks)

TARGET AO1

Mark each of the two examples out of 2 marks:

A descriptive statement, eg right to vote, protest, speak, education, health care, etc. 1

A developed statement, eg the right to vote allows you to choose your MP and/or government; the right to protest allows you to tell your government your views. 2

2 x 2 marks

06 Explain how the United Nations can help to resolve national or international conflict. Use your own studies to answer. You should write about **at least two** of the following:

- force
- negotiation
- arbitration
- sanctions.

(12 marks)

TARGET AO1, AO2

NOTE The descriptors below determine the level. The Quality of Written Communication determines the mark within each level: see the box below.

LEVEL 1 Simple statements and assertions

- The UN can force countries to stop fighting by sending in troops.
- The UN can help negotiations between countries in conflict.
- Candidates may not fully understand precisely the meaning of key terms.
- May build to a simple conclusion.

0-3

LEVEL 2	<p>Descriptive or list-style answer</p> <ul style="list-style-type: none"> • Develops from Level 1 and shows a sound understanding of key terms on at least two types of action the UN may adopt. • Starts to use/describe examples of how the UN become involved in national/international conflict. • May build to a simple and clear conclusion. 	4-6
LEVEL 3	<p>Sound explanation</p> <ul style="list-style-type: none"> • Develops from Level 2 and shows a good understanding of key terms on at least two types of action the UN adopts. • Uses/describes clearly examples of how the UN has become involved in national/international conflict. • Shows good knowledge of at least two (methods) and explains them with clarity and precision. • Uses examples from own studies to illustrate answer. • May build to a reasoned conclusion. 	7-9
LEVEL 4	<p>Reasoned and detailed explanation</p> <p>Develops from Level 3 and contains some or all of the following:</p> <ul style="list-style-type: none"> • A range of arguments on at least two of the bullet points. • A sustained focus on the question. • Uses relevant information/examples in-depth from own studies. • Shows links between the role and actions of the UN. • Shows understanding of the complexity of the issues. • May build to a reasoned and detailed conclusion. 	10-12

Descriptors for Quality of Written Communication (QWC)		Marks
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 of spelling, punctuation and grammar. 	0-3
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 of spelling, punctuation and grammar. 	4-6
Level 3	<ul style="list-style-type: none"> • Style of writing is developed, but could be improved. • Reasonable clarity and fluency of expression of idea; uses a range of specialist terms appropriately. • Considerable accuracy of spelling, punctuation and grammar. 	7-9
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 spelling, punctuation and grammar. 	10-12

Total for Option: 36 marks

OPTION 2 PREJUDICE AND PERSECUTION

07	Using Source C , give two benefits of employing older workers.	<i>(2 marks)</i>
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TARGET AO1

Two from: more competent, more committed, more motivated or any others named in Source C.

2 x 1 = 2

08	Using Source D , explain why some employers discriminate against older workers.	<i>(4 marks)</i>
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TARGET AO1

One or more simple assertions from the source, eg don't fit the image, lack energy, enthusiasm, etc. 1-2
 Explanation/use of the source: so they can't do the job, will put off customers, etc. 3-4

09	Assess the view that employers' attitudes affect the chances of employment for older workers. Use Sources C and D and your own studies in your answer.	<i>(12 marks)</i>
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TARGET AO2, AO3**LEVEL 1 Simple assertions or separate points** extracted from a source **and/or** own studies.

- The answer might reflect only one point of view, possibly taken from a source.
- May build to a simple conclusion, eg it was depressing; I lied about my age; I feel wanted.

0-3

LEVEL 2 Simple explanation, using at least one of the sources **and/or** own studies

- Evidence from the sources is presented but is not developed.
- May build to a simple and clear conclusion, eg they saw no value in my skills and experience; the younger workers seem to come and ask you for help.

4-6

LEVEL 3 Sound analysis and evaluation

- The response focuses on the question.
- The candidate presents an argument supported by information drawn from the sources **and** own studies.
- Evidence from the sources is developed or used effectively rather than just being presented.
- May build to a reasoned conclusion.

Uses examples about the benefits of employing older workers (Source C) and examples of individual workers' experiences of age discrimination (Source D); recognises that some employers have policies/approaches that actively encourage the employment of older workers but there are still employers who are prejudiced and discriminate against older workers despite the legal framework in place to stop this happening.

NOTE Max 8 marks if the candidate uses only the sources or only own studies.

7-9

LEVEL 4 Reasoned and detailed analysis and evaluation

The answer contains some or all of the following features.

- A range of points.
- A sustained focus on the question.
- Draws widely from and links both sources together.
- Uses own studies relevantly and accurately.
- Shows understanding of the complexity of the issues.
- May build to a reasoned and detailed conclusion.

Covers the range of issues, effects and actions (as in Level 3) but recognises and develops arguments that age discrimination still exists and many employers stereotype and label older workers as unproductive, unenthusiastic and do not present the right 'corporate image'; and this may contribute to problems of skill shortages and wastage. However, some employers are recognising the skills and experience older workers can bring to a business and make a valued contribution; and the legal framework in place may not be effectively dealing with these problems.

10-12

10	Give the meaning of the term 'nationalism'. Use your own studies to answer.	(2 marks)
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TARGET AO1

An accurate statement *conveying the idea* of pride in your country.

1

Adding patriotism and a desire to be an independent nation.

2

11	Briefly explain two ways of reducing persecution. Use your own studies to answer.	(4 marks)
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TARGET**AO1**

Mark each of the two ways out of 2 marks.

A descriptive statement, eg reducing prejudice, discrimination and stereotypes, passing laws, tougher penalties.

1

A developed statement, eg reducing prejudice through education will reduce discrimination; passing laws will protect groups who are being persecuted.

2

(2 x 2 marks)

12	Explain how equal opportunities legislation can help to reduce prejudice and discrimination. Use your own studies to answer. You should write about at least two of the following:	
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- race
- gender
- religion
- disability.

(12 marks)

TARGET AO1, AO2

NOTE The descriptors below determine the level. The Quality of Written Communication determines the mark within each level: see the box below.

LEVEL 1 Simple statements and assertions

- Equal opportunities legislation can force people to stop discriminating.
- Equal opportunities legislation can protect vulnerable groups of people.
- May build to a simple conclusion.

0-3

LEVEL 2	<p>Descriptive or list-style answer</p> <ul style="list-style-type: none"> • Develops from Level 1 and shows a sound understanding of key terms on at least two types of legislation and starts to use/describe examples of how vulnerable groups may be protected. • May build to a simple and clear conclusion. 	4-6
LEVEL 3	<p>Sound explanation</p> <ul style="list-style-type: none"> • Develops from Level 2, shows a good understanding of key terms on at least two types of legislation and uses/describes clearly examples of how vulnerable groups may be protected. • Shows good knowledge of one or more types of legislation and explains them with clarity and precision. • Uses examples from own studies to illustrate answer. • May build to a reasoned conclusion. 	7-9
LEVEL 4	<p>Reasoned and detailed explanation</p> <p>Develops from Level 3 and contains some or all of the following:</p> <ul style="list-style-type: none"> • A range of arguments on at least two of the bullet points. • A sustained focus on the question. • Uses relevant information/examples in-depth from own studies. • Shows links between the purpose of legislation and its effect. • Shows understanding of the complexity of the issues. • May build to a reasoned and detailed conclusion. 	10-12

Descriptors for Quality of Written Communication (QWC)		Marks
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 of spelling, punctuation and grammar. 	0-3
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 of spelling, punctuation and grammar. 	4-6
Level 3	<ul style="list-style-type: none"> • Style of writing is developed, but could be improved. • Reasonable clarity and fluency of expression of idea; uses a range of specialist terms appropriately. • Considerable accuracy of spelling, punctuation and grammar. 	7-9
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 spelling, punctuation and grammar. 	10-12

Total for Option: 36 marks

OPTION 3 GLOBAL INEQUALITY

13	Using Source E , name two countries in East Africa affected by drought.	<i>(2 marks)</i>
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TARGET AO1

Two from: Somalia, Kenya, Uganda, Djibouti and Ethiopia.

2 x 1 = 2

14	Using Source F , explain why farmers are struggling to make a living.	<i>(4 marks)</i>
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TARGET AO1

One or more simple assertions extracted from the source: no grazing, unproductive land, crops are failing.

1-2

Explanation/use of the source: so farmers have nothing to sell and so no income.

3-4

15	Assess how effective humanitarian aid is in solving the problems of East Africa. Use Sources E and F and your own studies in your answer.	<i>(12 marks)</i>
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TARGET AO2, AO3**LEVEL 1 Simple assertions or separate points** extracted from a source **and/or** own studies.

- The answer might reflect only one point of view, possibly taken from a source.
- May build to a simple conclusion, eg it takes a lot of money to keep people alive; we can feed people for the next few weeks.

0-3

LEVEL 2 Simple explanation, using at least one of the sources **and/or** own studies.

- Evidence from the sources is presented but is not developed.
- May build to a simple and clear conclusion, eg if there is not a crisis, there isn't enough money for long-term projects to stop this happening again.

4-6

LEVEL 3 Sound analysis and evaluation

- The response focuses on the question.
- The candidate presents an argument supported by information drawn from the sources **and** own studies.
- Evidence from the sources is developed or used effectively rather than just being presented.
- May build to a reasoned conclusion.

Uses examples about the benefits of humanitarian aid (Source E) and examples of individual farmers' experiences of trying to keep their culture, livelihood and environment intact (Source D); recognises that, unless there is funding of long-term development projects, these types of crises will occur over and over again and humanitarian aid is only a short-term solution to the problems experienced in East Africa and other LEDCs.

NOTE Max 8 marks if the candidate uses only the sources **or** only own studies.

7-9

LEVEL 4 Reasoned and detailed analysis and evaluation

The answer contains some or all of the following features:

- A range of points.
- A sustained focus on the question.
- Draws widely from and links both sources together.
- Uses own studies relevantly and accurately.
- Shows understanding of the complexity of the issues.
- May build to a reasoned and detailed conclusion.

Covers the range of issues, effects and actions (as in Level 3) but recognises and develops arguments that humanitarian aid is only a short-term temporary solution for LEDCs and that these sorts of environmental problems are a consequence of primary product dependency and a reliance on agricultural production and employment. Recognises that the long-term solutions such as providing funds to manage and protect the environment more effectively with irrigation and drainage schemes and develop a small-scale manufacturing sector which will provide better employment, incomes and long-term prospects, which will help reduce the effects of extreme environmental crises.

10-12

16	Give the meaning of the term 'globalisation'. Use your own studies to answer.	<i>(2 marks)</i>
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TARGET AO1

An accurate statement <i>conveying the idea</i> of trade across the world.	1
Adding expansion of trade, growth of multi-national production/trade.	2

17	Briefly explain two ways of reducing primary product dependency. Use your own studies to answer.	<i>(4 marks)</i>
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TARGET AO1

Mark each of the two examples out of two marks.

A descriptive statement, eg grow a wider range of crops, develop manufacturing or service sector eg tourism.	1
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A developed statement, eg a wider range of crops will reduce the effects of crop disease; developing other employment will provide an alternative source of income, reduce reliance on agriculture.	2
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(2 x 2 marks)

18	Explain how the expansion of tourism can help less economically developed countries (LEDCs) to develop. Use your own studies to answer. You should write about at least two of the following:	
	<ul style="list-style-type: none"> • Gross National Product • employment • trade • technology. 	
		<i>(12 marks)</i>

TARGET AO1, AO2

NOTE The descriptors below determine the level. The Quality of Written Communication determines the mark within each level: see the box below.

LEVEL 1 Simple statements and assertions

- Tourism will provide an alternative source of income, employment and trade.
- Tourism will encourage foreign visitors who will spend money.

	<ul style="list-style-type: none"> • May build to a simple conclusion. 	0-3
LEVEL 2	<p>Descriptive or list-style answer</p> <ul style="list-style-type: none"> • Develops from Level 1 and shows a sound understanding of key terms on at least two effects of how tourism will benefit the development of LEDCs. • May build to a simple and clear conclusion. 	4-6
LEVEL 3	<p>Sound explanation</p> <ul style="list-style-type: none"> • Develops from Level 2 and shows a good understanding of key terms on at least two effects of how tourism will benefit the development of LEDCs. • Shows good knowledge of one or more benefits of tourism and explains them with clarity and precision. • Uses examples from own studies to illustrate answer. • May build to a reasoned conclusion. 	7-9
LEVEL 4	<p>Reasoned and detailed explanation</p> <p>Develops from Level 3 and contains some or all of the following:</p> <ul style="list-style-type: none"> • A range of arguments on at least two of the bullet points. • A sustained focus on the question. • Uses relevant information/examples in-depth from own studies. • Shows links between the tourism and the development of LEDCs. • Shows understanding of the complexity of the issues. • May build to a reasoned and detailed conclusion. 	10-12

Descriptors for Quality of Written Communication (QWC)		Marks
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 of spelling, punctuation and grammar. 	0-3
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 of spelling, punctuation and grammar. 	4-6
Level 3	<ul style="list-style-type: none"> • Style of writing is developed, but could be improved. • Reasonable clarity and fluency of expression of idea; uses a range of specialist terms appropriately. • Considerable accuracy of spelling, punctuation and grammar. 	7-9
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 spelling, punctuation and grammar. 	10-12

Total for Option: 36 marks

OPTION 4 FAMILY AND SOCIALISATION

19	Using Source G , give two reasons why more men are becoming house husbands.	<i>(2 marks)</i>
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TARGET AO1

Two from: recession, lifestyle choice, men are unemployed, women earn more, want a part in their child's development.

2 x 1 = 2

20	Using Source H , explain why some men struggle with the role of house husband.	<i>(4 marks)</i>
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TARGET AO1

One or more simple assertions from the source: no experience, tired, teased, used to working.
Explanation/use of the source: no experience so I let my child sleep in the day.

1-2

3-4

21	Assess the view that changes in gender roles can improve childcare within the family. Use Sources G and H and your own studies in your answer.	<i>(12 marks)</i>
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TARGET AO2, AO3

LEVEL 1 **Simple assertions or separate points** extracted from a source **and/or** own studies.

- The answer might reflect only one point of view, possibly taken from a source.
- May build to a simple conclusion, eg I was walking around like a zombie; I've already had loads of fun; as he develops...

0-3

LEVEL 2 **Simple explanation**, using at least one of the sources **and/or** own studies

- Evidence from the sources is presented but is not developed.
- May build to a simple conclusion, eg raising a young child gave us something in common; there was always plenty to talk about; we swapped stories, advice and experiences.

4-6

LEVEL 3 **Sound analysis and evaluation**

- The response focuses on the question.
- The candidate presents an argument supported by information drawn from the sources **and** own studies.
- Evidence from the sources is developed or used effectively rather than just being presented.
- May build to a reasoned conclusion.

Uses examples about the benefits of children having a male and a female role model within the family (Source G), and examples of individual parents' experiences of trying to make a contribution to their child's development 'I've already had loads of fun with Josh' (Source H); recognises that both fathers and mothers can make a positive contribution to the care of their children without reverting to stereotypical roles within the family.

NOTE **Max 8 marks** if the candidate uses only the sources **or** only own studies.

7-9

LEVEL 4 Reasoned and detailed analysis and evaluation
The answer contains some or all of the following features:

- A range of points.
- A sustained focus on the question.
- Draws widely from and links both sources together.
- Uses own studies relevantly and accurately.
- Shows understanding of the complexity of the issues.
- May build to a reasoned and detailed response.

Covers the range of issues, effects and actions (as in Level 3) but recognises and develops arguments that fathers and mothers can make a valuable contribution to the care and socialisation of their children. Recognises the changing nature of the functions and structure of the family and the importance of children experiencing more non-stereotypical role models in their primary socialisation, although being looked after by their father at home does not necessarily mean they will experience these role models in their secondary socialisation outside the family.

10-12

22 Give the meaning of the term 'arranged marriage'. Use your own studies to answer. (2 marks)

TARGET AO1

An accurate statement *conveying the idea* of a marriage being organised for you. 1
Adding the religious/cultural reasons/constraints with an example. 2

23 Briefly explain **two** different types of household structure in the UK. Use your own studies to answer. (4 marks)

TARGET AO1

Mark each of two examples out of 2 marks

A descriptive statement, eg nuclear, extended, lone parent, reconstituted, civil partnership, etc. 1
A developed statement, eg a nuclear family is mother, father and children living together; an extended family includes grandparents, aunties, uncles and cousins, etc. 2

24 Explain how the media portray the family in the UK. Use your own studies to answer. You should write about **at least two** of the following:

- social class
- religious beliefs
- family size
- government policies.

(12 marks)

TARGET AO1, AO2

NOTE The descriptors below determine the level. The Quality of Written Communication determines the mark within each level: see the box below.

LEVEL 1 Simple statements and assertions

- The media will portray a stereotypical family.
- The media will re-enforce gender role-models.
- May build to a simple conclusion.

0-3

- LEVEL 2 Descriptive or list-style answer**
- Develops from Level 1 and shows a sound understanding of key terms/on at least two ways in which the media portrays the family (either positively or negatively) and starts to use/describe examples of how the media portrays the family.
 - May build to a simple and clear conclusion.
- 4-6
- LEVEL 3 Sound explanation**
- Develops from Level 2 and shows good understanding of key terms/describes clearly on at least two examples how the media portrays the family.
 - Shows good knowledge of one or more (positive and negative) media portrayals of the family and explains them with clarity and precision.
 - Uses examples from own studies to illustrate answer.
 - May build to a reasoned conclusion.
- 7-9
- LEVEL 4 Reasoned and detailed explanation**
- Develops from Level 3 and contains some or all of the following:
- A range of arguments on at east two of the bullet points.
 - A sustained focus on the question.
 - Uses relevant information/examples in-depth from own studies.
 - Shows links between the media, role-models and stereotypes.
 - Shows understanding of the complexity of the issues.
 - May build to a reasoned and detailed conclusion.
- 10-12

Descriptors for Quality of Written Communication (QWC)		Marks
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 of spelling, punctuation and grammar. 	0-3
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 of spelling, punctuation and grammar. 	4-6
Level 3	<ul style="list-style-type: none"> • Style of writing is developed, but could be improved. • Reasonable clarity and fluency of expression of idea; uses a range of specialist terms appropriately. • Considerable accuracy of spelling, punctuation and grammar. 	7-9
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 spelling, punctuation and grammar. 	10-12

Total for Option: 36 marks

OPTION 5 PEOPLE AND WORK

25	Using Source I , give two ways of motivating workers.	<i>(2 marks)</i>
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TARGET AO1

Two from: money, variety, responsibility, recognition, working in a team.

2 x 1 = 2

26	Using Source J , explain why some workers change careers.	<i>(4 marks)</i>
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TARGET AO1

One or more simple assertions from the source: bored, travelling problems, need for a change. 1-2

Explanation/use of the source: I was bored and I was having to meet other people's needs, not mine. 3-4

27	Assess the view that more pay and fewer hours always improve a worker's job satisfaction. Use Sources I and J and your own studies in your answer.	<i>(12 marks)</i>
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TARGET AO2, AO3**LEVEL 1 Simple assertions or separate points** extracted from a source **and/or** own studies.

- The answer might reflect only one point of view, possibly taken from a source.
- May build to a simple conclusion, eg I don't earn as much but it's well worth it; the pay was good (but) I found driving to work a real turn-off.

0-3

LEVEL 2 Simple explanation, using at least one of the sources **and/or** own studies.

- Evidence from the sources is presented but is not developed.
- May build to a simple and clear conclusion, eg it was great to be able to combine work with pleasure; working from home has also been a rewarding aspect of my new career with no more hours stuck in a traffic jam; I don't earn as much but it's well worth it.

4-6

LEVEL 3 Sound analysis and evaluation

- The response focuses on the question.
- The candidate presents an argument supported by information drawn from the sources **and** own studies.
- Evidence from the sources is developed or used effectively rather than just being presented.
- May build to a reasoned conclusion.

Uses examples about the rewards of working and that 54% are satisfied, which means 46% are not; that women and part-time workers tend to be more satisfied with their work (Source I). Uses examples of individual workers' experiences who have changed their career/working life (Source J) and recognises that good money and fewer hours do not always contribute to a high level of job satisfaction.

NOTE Max 8 marks if the candidate uses only the sources **or** only own studies.

7-9

LEVEL 4 Reasoned and detailed analysis and evaluation

The answer contains some or all of the following features:

- A range of points.
- A sustained focus on the question.
- Draws widely from and links both sources together.
- Uses own studies relevantly and accurately.
- Shows understanding of the complexity of the issues.
- May build to a reasoned and detailed conclusion.

Covers the range of issues, effects and actions (as in Level 3) and recognises that good money and fewer hours do not always contribute to a high level of job satisfaction. Recognises the fact that the intrinsic job satisfaction that comes with running your own business or being a midwife may be seen as being of greater value than the extrinsic benefits of good pay and conditions. Develops their answer by looking at the changing nature of work, the impact of new technology and the desire for more flexible working hours and conditions.

10-12

28	Give the meaning of the term 'leisure'. Use your own studies to answer.	<i>(2 marks)</i>
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TARGET AO1

An accurate statement *conveying the idea* of free time. 1

Addition of time not working, free time to do sport, spend time with the family, etc. 2

29	Briefly explain two effects of mechanisation. Use your own studies to answer.	<i>(4 marks)</i>
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TARGET AO1

Mark each of the two examples out of 2 marks.

A descriptive statement, eg more produced, de-skilling or more skills, redundancies, etc. 1

A developed statement, eg improves production (output) and productivity (output per hour); fewer workers needed but technology might require better skills. 2
(2 x 2 marks)

30	Explain how conflict within the workplace might be resolved. Use your own studies to answer. You should write about at least two of the following:	
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- rights and responsibilities
- legislation
- trade unions
- workers' representatives.

*(12 marks)***TARGET AO1, AO2**

NOTE The descriptors below determine the level. The Quality of Written Communication determines the mark within each level: see the box below.

LEVEL 1 Simple statements and assertions

- More negotiation can resolve conflict in the workplace.
- Trade unions can represent and protect their member.
- May build to a simple conclusion.

0-3

LEVEL 2	<p>Descriptive or list-style answer</p> <ul style="list-style-type: none"> • Develops from Level 1 and shows a sound understanding of key terms on at least two ways in which conflict can be resolved and starts to use/describe examples of negotiation and industrial action. • May build to a simple and clear conclusion. 	4-6
LEVEL 3	<p>Sound explanation</p> <ul style="list-style-type: none"> • Develops from Level 2 and shows a good understanding of key terms/describes clearly, with at least two examples, how employers and employees/trade unions can negotiate, and the effects of industrial action. • Shows good knowledge of one or more (positive and negative) ways of resolving conflict and explains them with clarity and precision. • Uses examples from own studies to illustrate answer. • May build to a reasoned conclusion. 	7-9
LEVEL 4	<p>Reasoned and detailed explanation</p> <p>Develops from Level 3 and contains some or all of the following:</p> <ul style="list-style-type: none"> • A range of arguments on at least two of the bullet points. • A sustained focus on the question. • Uses relevant information/examples in-depth from own studies. • Shows links between employers' and employees' motives. • Shows understanding of the complexity of the issues. • May build to a reasoned and detailed conclusion. 	10-12

Descriptors for Quality of Written Communication (QWC)		Marks
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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 of spelling, punctuation and grammar. 	4-6
Level 3	<ul style="list-style-type: none"> • Style of writing is developed, but could be improved. • Reasonable clarity and fluency of expression of idea; uses a range of specialist terms appropriately. • Considerable accuracy of spelling, punctuation and grammar. 	7-9
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 spelling, punctuation and grammar. 	10-12

Total for Option: 36 marks

ASSESSMENT GRID – JUNE 2011**(Option 1 shown as example. All Options have the same breakdown)**

Question	AO1 recall, select and communicate	AO2 apply	AO3 analyse and evaluate	Total mark for sub- question	x2 to give total mark for QP
01	2			2	4
02	4			4	8
03		6	6	12	24
04	2			2	4
05	4			4	8
06*	6	6		12	24
Total	18	12	6	36	72

* Includes assessment of QWC

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion