



**General Certificate of Secondary Education
June 2011**

Humanities

40702

(Specification 4070)

Unit 2: Humanities Options

Report on the Examination

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GCSE Humanities Paper 2

General

This was the first year of 40702 and the addition of preliminary material meant candidates were well prepared for source based questions. Overall the source based questions were well answered, with candidates who used their own studies as well as the sources able to achieve the highest marks. Good teaching around the sources was clearly evident.

Most candidates followed the rubrics of the paper and answered questions from two options. Some candidates wrote too much for two and four mark questions in comparison to their essays and thereby disadvantaged themselves. Centres may wish to focus on time management so candidates have time to attempt all the questions adequately.

It was evident some candidates struggled with questions involving key words. These are to be found in the Unit 2 content column of the specification. Some candidates failed to follow all aspects of the essay questions. For source based questions it was important they used the sources **and** their own studies to access Level 3 and 4. Candidates also need to make sure they demonstrate their ability to assess in order to access the highest levels of marks. For the QWC questions it was important that candidates referred to at least **two** of the provided bullets in question to access the higher levels of the mark scheme.

Only a very few candidates attempted more than the required two options. The People and Work option attracted a limited number of candidates.

Option 1 – Conflict and Co-operation

Question 01

This question presented no problems for candidates.

Question 02

This question required candidates to reference a specific source. Some candidates referred to reasons not in the source or gave a list without explaining the reasons therefore limiting themselves to achieving two marks.

Question 03

Some candidates made good use of the sources but then made little reference to their own studies, either personal or from the news. Some wrote a lot about bullying but failed to address the assessment part of the question. These candidates restricted themselves to Level 2 by only looking at the negative aspects. Others focused on Source A and failed to make reference to Source B.

Question 04

The term was understood by most candidates, although a significant number were unable to achieve the second mark by exemplification or amplification by referring to their own studies.

Question 05

This question was answered well by most candidates. The right to vote, free speech and education being the most common responses.

Question 06

The majority of candidates had little information to give on the UN. Some understood conflict resolution and wrote about bullying or wrote about a conflict they had studied such as Northern Ireland or WW1 but failed to link this to the UN and/or the bullet points, therefore ensuring they could not access Level 2. Sanctions and negotiation were poorly understood and negotiation and arbitration were confused. Some of the more successful answers featured the current Libya conflict as a case study.

Option 2 – Prejudice and Persecution

Question 07

This question presented no problems for candidates, with most scoring maximum marks.

Question 08

Some candidates just gave a list without reference to the specific source required and others failed to explain the reasons, therefore limiting themselves to a maximum of two marks.

Question 09

The sources were well used, with a range of own studies including B&Q staffing policy and that of the BBC in relation to presenters, which enabled candidates to access the higher levels of the mark scheme. Many candidates were able to assess in this question by giving negative and positive attitudes. A few candidates were confused and wrote generally about employee attitudes to work.

Question 10

In answering this question many candidates confused nationalism with nationality and some did not provide an answer at all. The term is in the Unit 2 content column of the specification within Option 2.

Question 11

This question was generally well tackled with a wide range of ways of reducing persecution. Some candidates clearly knew a lot and gave good examples of campaigns. Others limited themselves to two marks by not developing an explanation involving prejudice and discrimination sufficiently.

Question 12

Many candidates were clearly unaware what equal opportunities legislation is and failed to attempt the question, or just wrote about the bullet points in the question with no reference to legislation. Equal opportunities is clearly referenced in the Unit 2 content column of the specification. Good answers referred to recent disability legislation or the Equal Pay Act and explained how this would reduce discrimination.

Option 3 – Global Inequality

Question 13

Most candidates scored full marks on this question.

Question 14

For this question some candidates just wrote about the problems farmers faced without linking it to 'making a living'. List-style answers without explanation limited candidates to half the available marks.

Question 15

Most candidates used the sources as required and many understood short and long term aid, but did not always understand humanitarian aid. There was limited use of own studies, and some candidate's answers did not display any attempt to assess which limited their marks to lower levels.

Question 16

Many candidates confused globalisation with global warming. The best candidates understood the term and provided illustration.

Question 17

This question was left blank by many candidates who clearly did not know the term. The term is referenced in the Unit 2 content column of the specification. Some candidates, having written about global warming for Question 16, continued the theme and wrote about how to reduce global warming instead of primary product dependency.

Question 18

It was good to read a number of Level 4 answers where candidates clearly knew a country where tourism, even eco-tourism and community based tourism, had helped development and linked this to the bullet points. However many candidates focused on the bullet points in the question, for example they wrote about trade without linking it to tourism and gave no specific examples.

Option 4 – Family and Socialisation

Question 19

Most candidates scored full marks on this question.

Question 20

This question required reference to a specific source. Most candidates answered this question well with developed explanations. Some candidates gave list style answers and failed to explain any points made.

Question 21

This question was generally answered well, with many candidates getting a high Level 2 or 3. Many answers focused only on improvements in childcare and their answers lacked any assessment. These candidates assumed a househusband would give more balance than a housewife. Other answers focused on improvements for the adults rather than the child.

Question 22

This question was very well answered with most candidates scoring full marks. Some candidates confused 'arranged marriage' with 'forced marriage'.

Question 23

This question was very well answered with most candidates scoring full marks.

Question 24

Candidates who achieved Level 3 or 4 had a clear structure to their essay and were knowledgeable about different family types. They covered many of the bullet points and clearly linked them to the media by using examples of religious families in soap operas, celebrity families such as the Beckhams in magazines or government policies related to families and benefit fraud in the news. However many candidates failed to address the question by just writing about the bullet points with no link to the media, or just wrote about the media with no link to families or the bullet points in the question, thus limiting themselves to the lower levels of the marks available.

Option 5 – People and Work

Question 25

This question presented no problems for candidates.

Question 26

This question required reference to a specific source. Many candidates gave list style answers without explanation.

Question 27

The candidates who attempted this question mostly gave a one-sided view that more pay and fewer hours was always better and did not assess this. There was limited use of own studies.

Question 28

In this question the term was understood with most candidates scoring at least one mark.

Question 29

Many candidates left this question blank or failed to demonstrate an understanding of mechanisation. The term is referenced in the Unit 2 content column of the specification.

Question 30

Most candidates attempted this question but limited themselves to the lower levels by not referring to the bullet points in the question or by limiting themselves to only one. When candidates did link to how conflict might be resolved, it was in very basic or vague terms. There were few examples from their own studies. The specification indicates that candidates should look at a Case Study of methods and strategies to prevent/resolve conflict.

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