



**General Certificate of Secondary Education
June 2012**

Humanities

40702

(Specification 4070)

Unit 2: Humanities Options

Report on the Examination

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GCSE Humanities Paper 2

General

What was done well:

- Students were generally well-prepared for the source based questions.
- Many students made good use of their own studies and some gave good examples in their answers.
- Students wrote in continuous prose for the longer-answer questions.

What could be improved:

- As in 2011, students wrote too much for the two-mark questions. More preparatory testing may help students avoid this.
- Students need to follow the instructions on the 12-mark questions where it asks them to write about **at least two** of the bullet points.
- Knowledge of key terminology was generally weak.

Option 1 – Conflict and Co-operation

Question 01

Most students achieved two marks for this question.

Question 02

Most students gained two out of the four marks available for this question, usually by quoting directly from the source. Unfortunately many students did not go on to explain or develop their statements to gain the other two marks available.

Question 03

Students generally made good use of the sources in this question but some students relied too heavily on simply copying information straight from the sources themselves. Some students were able to include references to their own studies, for example by referring to Ghandi and Malcolm X, in support of their argument. The most successful students usually 'assessed the view' from both sides of the argument.

Question 04

Many students conveyed the idea of power for one mark. A significant number were able to achieve the second mark, usually by giving a good example of a position of power or a person who had power over others.

Question 05

This was answered quite effectively by students who referenced both the physical and the emotional effects of individual or small group conflict. Some students lost marks here by writing about international conflict from the outset.

Question 06

Many students wrote a lot for this question but gained few marks. Where bullet points are used to guide student responses, answers need to focus on at least some of the points. Some of the better answers made effective comparisons between democracies and dictatorships. There was some excellent use of own studies in considering both negative and positive aspects of democracy. Students who followed this course, writing about both sides of the argument, scored high marks in Level 3 going into Level 4.

Option 2 – Prejudice and Persecution

Question 07

Most students scored full marks. Some students used stop and search as one of the examples in their answer. This was not credited as a form of punishment.

Question 08

Most students were able to gain at least two marks here. Using information direct from Source D gave most students the two simple points needed for a simple assertion or description. In order to gain the additional two marks for expansion students need to make a developed statement not state additional facts.

Question 09

The sources were well used here. Reference to the Professor Johnson study in the USA in 1985 was used extensively to back up arguments that people could not expect fair treatment from the Criminal Justice System. Own studies were well used, usually referencing the Stephen Lawrence case. The most successful students once again used a considered argument, looking at both sides of the view. Although it is not essential that students do this, it did result in a more balanced use of the sources together with development of the information rather than just presenting information direct from the sources. For example with reference to the Professor Johnson Study a number of students used the fact that it was completed in 1985 and in the USA. They pointed out that the same might not apply in the UK in 2012.

Disappointingly the statistical data in the sources was under-utilised and this could have been used to good effect by students in building an effective answer. Centres would be recommended to provide more guidance on the interpretation of statistics when working with their students on the pre-release materials.

Question 10

Most students gained at least one mark here for conveying the idea of 'persecution' as being maltreatment. When coupled with a relevant development eg that it is usually against a cultural religious or other specific group it gained two marks for many students. Some students gained a second mark for using a relevant example to develop the point. A few students seemed confused about the difference between persecution and prosecution.

Question 11

On the whole this question was well-answered. Most students focused on potential emotional and physical effects of discrimination. Some students missed the opportunity to score marks by writing about types of discrimination instead.

Question 12

A significant number of students did not write about the bullet points in the list accompanying the question. As with the other questions in this paper, where a set of bullet points were given, many students only addressed one of them and so limited their marks. On the other hand some students stuck to the bullet points without reading the question carefully enough. For example, many wrote definitions of what a stereotype is and how it can be caused by different groups of people and gained no credit.

It was disappointing to see that many students wrote about 'the media' in general terms, almost as an organisation, rather than giving examples of the different influences of different media types. Some students appeared to know little about the media's role at all.

However, there were also many excellent answers to this question with students bringing in extensive use of their own studies to explain the level of prejudice. Use of posters and the cinema as propaganda by the Nazi's in Germany in the 1930s was used well by students as a case study. Reference to 'My Big Fat Gypsy Wedding' from television was also a popular example.

Option 3 – Global Inequality**Question 13**

Most students scored full marks on this question. A few used countries not in the source eg Ghana and Ethiopia. Some students wasted valuable time here by writing two or three sentences to answer the question, when the command word used in the exam was 'name'. Such a question only requires the names to be written.

Question 14

Most students were able to give one advantage and one disadvantage of the using the poverty line and so gain two marks. Some went on to expand their statements and pick up the two further marks for development.

Question 15

Most students gained marks here up to Level 2 and into Level 3 by using the sources to focus on the difficulty of measuring poverty. Many used the example of Luxembourg to illustrate the weakness of only using GDP. There was however very little use of own studies to get beyond lower Level 3 marks.

Question 16

There seemed to be a substantial number of students who had never come across the term 'colonialism'. Some confused the term with country and some wrote about international aid. The students who obviously recognised the term did very well and were able to put across the idea of controlling another country and add to this by using an example.

Question 17

This question was answered well by most students, more so than the other 4-mark questions, as they were able to develop answers effectively and use specialist terminology.

Question 18

This question was answered well by most students despite the complex issues involved. Primary Product Dependency was, on the whole, explained well with students using examples and quoting case studies to back up arguments. As in other options, some students limited themselves to low marks by concentrating on just one example from the bullet point list in the question, mostly by writing about Primary Products alone.

Option 4 – Family and Socialisation**Question 19**

The vast majority of students scored two marks here, though some still quoted places that were not mentioned in the source material.

Question 20

Most students, as with other 4-mark questions on the paper, were able to gain two marks by presenting information direct from the sources. Few were able to develop their answer to gain the other two marks. Some students confused 'failing' with 'declining' and wrote about why arranged marriages were not happening as much nowadays.

Question 21

There was some confusion here by students writing about forced marriage rather than arranged marriage. The more successful students did pick up on the point and used the argument that many arranged marriages had been forced, others seemed to alternate use of the terms in their answer. There was a lack of own studies in this question which meant many students were limited in the marks they could gain.

Question 22

Although some students confused the term cohabitation with a reconstituted family, most answers here gained two marks.

Question 23

This question was usually answered well for four marks, or badly for no marks. Some students did not seem to have come across the term at all before, even though it is from the specification. These students confused functions with roles and also with different types of family. Those that had come across the term invariably gained four marks through expansion of their answer.

Question 24

Many students were able to write about most of the bullet points in the question but failed to relate these to changes in family life in the UK. For example there was some good description of types of families and what they were, there was very little on how these were changing in the UK, meaning students scored low marks. Good answers showed a clear use of own studies about how specific laws or attitudes were influencing the nature of family life in the UK.

Option 5 – People and Work**Question 25**

Most students scored two marks for this question by naming two examples from the six given in the source. Once again there was some poor exam technique here with students taking three or four sentences to 'name' their two examples.

Question 26

Many students wrote about benefits to employees such as 'saving money on petrol as you don't have to travel to work' which were not credited. Others simply repeated the information from Source J which did not always answer the question on 'saving money' for employers.

Question 27

There were many weak answers to this question with students again presenting information direct from Source J without alteration or explanation. The more successful answers used a selection from the bullet points in the source and explained how they could lead to increased productivity.

Question 28

Some students did not seem to have come across the term before as their answers were wildly out. Many students gained one mark for a simple description, few gained the full two marks for being able to expand on the point.

Question 29

This question was answered well, with most students gaining two marks by referencing pay and one other reason.

Question 30

This answer usually focused on migrant workers moving into the UK. Credit was also given to answers including internal economic migration. Many students wrote some good answers here using their own studies to give examples of the effects of economic migration on the economy. Many students, however, seemed fixated about migrant workers taking 'our' jobs because they worked for 'less' and did not progress onto any of the bullet points from the question. Student marks were therefore either very good or very poor for this question.

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.

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