
GCSE

HUMANITIES

4070 / Unit 2
Mark scheme

40702
June 2014

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this Mark Scheme are available from aqa.org.uk

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 students 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)

Students 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 students 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 students 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 student'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 students 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 students and in more sophisticated ways by students 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 students' 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 students' 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 students 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, students need to make use of the sources provided and their own studies. The use of sources is not just a quantitative exercise: students 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 students under examination conditions. However, it is worth remembering that all the sources have been made available to students 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 student'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), students 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. Students 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 student 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 student shows the ability to generalise beyond the source(s), using own knowledge and case studies to amplify relevant factors and points. The student 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 students will deserve to score more than 12 out of 12, but clearly cannot be rewarded with more than 12 marks. Students 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 student 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 cyber bullying.

(2 marks)

TARGET AO1

One from: *text message, sending photos by mobile phone, using online message boards/social networking sites to post cruel messages, deleting victims name on social networking sites.*

2 x 1 = 2

02 Using **Sources A and B and your own studies**, briefly explain **two** of the causes of cyber bullying.

(4 marks)

TARGET AO1

Up to **two** marks for descriptions taken from Source **A** or **B**:

To increase their standing amongst peers (1). To boost their own ego (1). A type of revenge (1).

2 marks

Additional **two** marks for explanation/development of point.

Model Answers: *To boost their own ego(1). This makes them seem to be tough and in control of others(+1).*

To boost their standing amongst peers(1) so may lead to them being in control/ leader of a group(+1).

2 marks

03 'Individual or small group conflict has mainly short term effects'. Assess this view using **Sources A and B and your own studies** to answer.

(12 marks)

TARGET

AO2, AO3

Nothing relevant or worthy of credit

0 marks

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.

Example extract: *Can affect a person's education. Get them in trouble for truancy from school.*

1 - 3 marks

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.

Example extract: *It can affect a person's education. Lots of time off school*

could lead to a lack of qualifications. They might then struggle to get a job.

4 - 6 marks

LEVEL 3 Sound analysis and evaluation.

- The response focuses on the question.
- The student 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.

Example extract: *I think the view is false. Missing school will affect qualifications and may mean a person does not get a job. Source B says that poor mental health may become permanent.*

Note **Maximum 8 marks** if the student uses only the sources **or** only own studies.

7 – 9 marks

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.

Example extract: *I think the view is incorrect. Source B says that poor mental health may become permanent and that it decreased academic achievement. It could be a result of school bullies. From my own studies being a bully can also have long term effects. Studies in the US have found that 60% of people who bullied in school had a least 1 criminal conviction by their mid-thirties. This shows that conflict amongst individuals has very long term consequences.*

10 - 12 marks

04	What is the meaning of 'sanctions'? Use your own studies to answer.	(2 marks)
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TARGET AO1

Any **two** points that give an idea of sanctions being 'economic restrictions' imposed by countries, that put 'pressure' on other countries to 'force them to change'.

Admit answers that apply to breaching 'rules' at a personal level(1) with example(+1). 2 x 1 mark

05	Briefly explain two economic effects of a national conflict or international conflict. Use your own studies to answer.	(4 marks)
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TARGET AO1

Up to **two** marks for descriptive statements: loss of money(1), less jobs(1).

Additional **two** marks for developed statement of effects/explanation of what effects described led to.

Example extract: *In the Northern Ireland conflict in the 1970's and 1980's some industries such as tourism and entertainment suffered and people lost their jobs(1), resulting in lower family income(+1). In other areas such as the security industry and construction the amount of workers increased(1) and people benefited from higher wages(+1).* 4 marks

06	Describe and explain the causes of one national conflict or international conflict. Use your own studies to answer. You should write about two of the following: - religious causes and social causes - political causes - economic causes - long term causes and/or short term causes	(12 marks)
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TARGET AO1, AO2

Nothing relevant or worthy of credit 0 marks

LEVEL 1 Simple statements and assertions.

- May not fully understand precisely the meanings of key terms.
- May build to simple conclusion.

Example extract:

Simple statements - *One cause of the Iraq war was that the U.S. thought it had helped terrorists.*

Simple assertions - *Saddam Hussain invaded Kuwait and the US and UK thought he was dangerous.*

1 - 3 marks

LEVEL 2 Descriptive or list style answer.

- Develops from Level 1 and shows an understanding of key terms.
- Starts to use/describe examples of national/international conflict.
- Shows an understanding of key terms on the two points
- May build to a simple and clear conclusion.

Example extract: *The conflict in Iraq was caused by religious and political causes. Iraq had been bothered by the rise of islamic fundamentalism in the region. They had already been at war with Iran. The west thought that Saddam Hussain was stockpiling weapons to invade/fire at other countries where religious tensions were developing. Political reasons were that the west thought Saddam Hussain had helped terrorist groups such as Al Quada.*

4 - 6 marks

LEVEL 3 Sound explanation.

- Develops from Level 2 and shows a sound understanding of key terms on at least two causes of national/international conflict.
- Shows good knowledge of at least two causes and explains them with clarity and precision
- Uses examples from own studies to illustrate answer
- May build to a reasoned conclusion.

Example extract: *The Iraq war of 2003 had many causes. Long term religious causes were that Saddam Hussain was worried about the spread of islamic fundamentalism following their rise to power in Iran. Iraq had already been in a long war with Iran and the region was seen by the US as unstable. Political reasons were that the US and the UK wanted to get rid of Saddam Hussain as he was a dictator. They felt he was holding weapons of mass destruction ready to use against other countries to gain political power.*

7 - 9 marks

LEVEL 4 Reasoned and detailed explanation.

Develops from Level 3 and contains some or all of the following:

- A range of explanations are given covering 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 bullet points
- Shows understanding of the complexity of the issues
- May build to a reasoned and detailed conclusion.

Example extract: *The Iraq war of 2003 had both long term and short term causes. Short term causes were the attack by Al Qaeda in the US in September 2001. The US thought that Al Qaeda had bases in Iraq and Saddam Hussain had given support to the attack. Long term causes were that Iraq had already been in one war with the US and the UK when it invaded Kuwait in 1990, this led to continued political tensions between the countries. The long term political cause was the wish by the US and the UK to get rid of Saddam Hussain as*

a dictator in Iraq. For 12 years economic sanctions had been in force on Iraq and this had made the area tense. Much of the population was living in poverty and the leadership was seen as unstable.

10 - 12 marks

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 ideas; 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** examples of 'top jobs' not often given to women in the UK. (2 marks)

TARGET AO1

Any **two** examples from: *chief executives, member of board of a company, senior politician.*

2 x 1

08 Using **Sources C and D and your own studies**, briefly explain the types of jobs women do in the UK. (4 marks)

TARGET AO1

Up to **two** marks for description. *E.g. names of jobs done or classification of jobs. Journalist(1), administrative(+1).*

Examples: *Women tend to have a high number of admin and secretarial jobs(1). Women tend to have a lot of part time jobs(1).*

1-2

Additional **two** marks for explanation/development. *E.g. traditional jobs women do, higher aspirations, jobs being seen as feminine, or personal traits.*

Examples: *Part time work is high amongst women(1) because even in a modern society women tend to look after children more at home, so have part time jobs to fit in with child care(+1).*

Women tend to have a high number of admin and secretarial jobs(1) because they are often the secondary wage earners in the family(+1).

3-4

09 'Gender is still a major cause of discrimination in the UK today'. Assess this view using **Sources C and D and your own studies** to answer. (12 marks)

TARGET AO2, AO3

Nothing relevant or worthy of credit

0 marks

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.

Example extract: *Only 22% of MP's are women and only 14% of police officers.*

1 - 3 marks

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.

Example extract: *Women have less of the top jobs. In Source C it shows that only 1.4 million female jobs are classed as managers compared with 2.4 million male jobs.*

4 - 6 marks

LEVEL 3 Sound analysis and evaluation.

- The response focuses on the question.
- The student 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.

Example extract: *I think that the view is correct. Source C shows that 51% of the population are women, yet they have only 12% of directors of top companies. This shows gender is still a major form of discrimination. In Source D it shows that 46% of women are GP's, however the Lord Davies report in 2011 still showed that women were not getting the top jobs. He also found women had more part time jobs because employment was not flexible enough.*

Note: **Maximum 8 marks** if the student uses only the sources **or** only own studies.

7 – 9 marks

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.

Example extract: *I do not think that the view is correct. Source C says that only 12% of directors of companies are women showing that gender is still an issue in some areas. Source D shows that women have 44% of jobs amongst the professions showing it is much more equal. From my own studies reports on the police force such as the Macpherson Report and court cases involving footballers such as John Terry show that racism is still the major cause of discrimination in the UK today.*

10 - 12 marks

10 What is the meaning of 'systematic persecution'? Use your own studies to answer. (2 marks)

TARGET AO1

One mark for idea of systematic being - deliberate or organised. 1

One mark for idea of persecution being- regular/continued/ongoing/harassment- of people. 1

Credit relevant example(1) with development(+1). 1

11 Briefly explain **two** ways in which the actions of governments and states could lead to persecution of individuals. Use your own studies to answer. (4 marks)

TARGET AO1

Up to **two** marks for description.

Examples: *Governments could pass laws which turn into persecution(1).*

Governments or states could use propaganda(1) 2 x 1

Additional **two** marks for explanation / development of the point. *It can lead to scapegoating of groups(+1).*

Examples: *States could pass laws(1) that lead to discrimination, such as in 1972 in Australia, aboriginal children were taken away from their parents and sent to special camps. This was an example of persecution(+1).* 2 x 1

12 Describe and explain how prejudice can lead to discrimination. Use your own studies to answer. You should write about **two** of the following:
 -disability
 -race
 -sexuality
 -religion. (12 marks)

TARGET AO1, AO2

Nothing relevant or worthy of credit 0 marks

LEVEL 1 Simple statements and assertions.

- May not fully understand precisely the meanings of key terms.
- May build to simple conclusion.

Example extracts: *Prejudice can lead to discrimination when you act on your opinions. People may think that one person is better than another because of race.* 1- 3 marks

LEVEL 2 Descriptive or list style answer.

- Develops from level 1 and shows an understanding of key terms on at least one bullet point showing how prejudice leads to discrimination.
- Starts to use/describe examples of prejudice turning into discrimination.
- Shows a good understanding of key terms on at least two bullet points
- May build to a simple and clear conclusion.

Example extract: *Prejudice can lead to race discrimination. This is where one group of people e.g. white people have prejudiced views towards another group of people e.g. black people. They can make laws or regulations that treat black people differently. An example of this is the bus segregation in the USA in the 1950's and 1960's where black people had their own segregated area on busses.*

4 - 6 marks

LEVEL 3 Sound explanation.

- Develops from Level 2 and shows a sound understanding of key terms on the two points.
- Shows good knowledge of the two causes and explains them with clarity and precision
- Uses detailed examples from own studies to illustrate answer
- May build to a reasoned conclusion.

Example extract: *In the 1950's and 1960' in the USA prejudice occurred between white people towards black people on race grounds. This led to discrimination as laws and regulations were passed segregating black people on busses. They had their own seating area. In the past in the UK disabled people were often viewed with a mixture of suspicion and pity. This form of prejudice led to discrimination as disabled children were not allowed alongside able bodied children in school, which was educational segregation. This discrimination against people was because of their disability*

7 - 9 marks

LEVEL 4 Reasoned and detailed explanation.

Develops from Level 3 and contains some or all of the following:

- A range of explanations are given covering two of the bullet points
- A sustained focus on the question
- Uses relevant information/ examples in-depth from own studies.
- Shows links between the bullet points
- Shows understanding of the complexity of the issues
- May build to a reasoned and detailed conclusion.

Example extract: *Prejudice can lead to discrimination in a number of ways. Racial prejudice can lead to discrimination when laws are passed to ban certain groups from areas or events. In the USA in the 1960's bus segregation took place. Black people had specific areas on busses that they had to sit in. They even had to give up their seats if the white area got full. In many cases discrimination involves more than one group of people. In Nazi Germany in the 1930's Hitler was looking for*

scapegoats to blame for Germany's economic problems. Jews were targeted and prejudice stirred up against them by state propaganda. This led to discrimination where laws were passed prohibiting them from living in certain areas. Other groups such as homosexuals and the disabled were also targets. Discrimination by laws and regulations followed.

10 - 12 marks

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 expressions 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 ideas; 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 give two ways Fairtrade producers must try to protect the environment.	(2 marks)
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TARGET AO1

Any **two** from: *Not using harmful chemicals. Not using products which include genetically modified organisms. Make a plan of how they can lessen environmental impacts.*

2 x 1 = 2

14	Using Source E and F and your own studies briefly explain the meaning of 'primary product dependency'.	(4 marks)
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TARGET AO1

Up to **two** marks for describing primary products.

Examples: *primary products are when countries sell basic raw materials(1) primary products are low cost products(1) primary products are basic products(1)*

or up to two marks for examples of primary products *such as coffee(1) cocoa(1) or tea(1).*

2 marks

Additional **two** marks for explanation of dependency aspect.

Examples: *countries produce just one or two basic products(1), so these become the things the country relies on to make money(+1).*

Price of these products usually stays low(1) so countries have to produce vast amounts in order to make any money(+1).

2 marks

15	'Fairtrade and other methods of reducing global inequality are not effective'. Assess this view using Sources E and F and your own studies to answer.	(12 marks)
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TARGET AO2, AO3

Nothing relevant or worthy of credit

0 marks

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.

Example extract: *Fairtrade farmers get a premium to spend on the local area. Fairtrade gives farmers a stable price.*

1 - 3 marks

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.

Example extract: *Source F shows many fairtrade premiums are paid to places like Mexico. This is not one of the poorest countries in the world so fairtrade does not help in reducing inequality.*

4 - 6 marks

LEVEL 3 Sound analysis and evaluation.

- The response focuses on the question.
- The student 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.

Example extract: *I do not agree that all methods of reducing global inequalities are not effective. Source E shows Fairtrade does give farmers a premium that they can spend on the local community. These may be small schemes, but it does help reduce inequality. From my own studies Sainsbury's is involved in Fairtrade oranges from South Africa. The premiums paid to farmers have given better training to farmers on how to improve cultivation. This increases their production and means they make more money. This helps reduce inequality between MEDC's and LEDC's.*

Note: **Maximum 8 marks** if the student uses only the sources **or** only own studies.

7 – 9 marks

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.

Example extract: *Source E says Fairtrade farmers get a premium which they can spend in the community. This will help in reducing global inequality. Source F shows that often the Fairtrade premium helps to support farmers in places like Mexico, not one of the poorest countries in the world. Although it does help it does not go a long way in reducing global inequality in the poorest countries. However, from my own studies large international projects like the Acosombo Dam in Ghana have cost a great deal of money yet benefitted few people in Ghana. Most of the money was spent developing Lake Volta and an aluminium smelter that has big impacts on the country. Overall I think Fairtrade, although having small impact still does reduce global inequality more than other large schemes.*

10 - 12 marks

16 Give the meaning of the term 'Non-Governmental Organisation' (N.G.O.). Use your own studies to answer.

(2 marks)

TARGET AO1

One mark for each relevant point. Credit relevant examples:

A charity. Self funding. Involved in international aid -helping LEDC's. Allow one relevant example, Oxfam.

2 marks

17 Briefly explain **two** 'types' of international aid. Use your own studies to answer.

(4 marks)

TARGET AO1

Up to **two** marks for description /use of correct terms.

Example: *bilateral, multilateral, unilateral, voluntary, humanitarian.*

Additional **two** marks for explanation and /or examples of projects (not just naming countries on their own).

Examples: *Multilateral(1) is where countries give money to organisations like the UN(+1) who distribute it to places (+1)like Ethiopia.*

Bilateral(1) is where one country such as the US deals with one other country(+1) such as Ghana, where money from the US helped to fund the Akosombo Dam(+1).

4 marks

18 Describe and explain how wealth and poverty can be measured. Use your own studies to answer. You should write about two of the following:

- social indicators
- economic indicators
- absolute poverty
- relative poverty.

(12 marks)

TARGET AO1, AO2

Nothing relevant or worthy of credit

0 marks

LEVEL 1 Simple statements and assertions.

- May not fully understand precisely the meanings of key terms.
- May build to simple conclusion.

Example extract: *Poverty can be measured by GNP called Gross National Product.*

1 - 3 marks

LEVEL 2 Descriptive or list style answer.

- Develops from level 1 and shows an understanding of key terms on at least one bullet point
- Starts to use/describe examples of measures of wealth.
- Shows an understanding of key terms on at least two bullet points
- May build to a simple and clear conclusion.

Example extract: *Wealth and poverty can be measured by economic indicators. These involve working out how much money people in a country have. Gross National Product adds up the total amount of money earned by a country and divides it by how many people live there. This is called GNP per capita.*

4 - 6 marks

LEVEL 3 Sound explanation.

- Develops from Level 2 and shows a sound understanding of key terms on at least two bullet points.
- Shows good knowledge of at least two causes and explains them with clarity and precision
- Uses examples from own studies to illustrate answer
- May build to a reasoned conclusion.

Example extract: *Economic indicators such as Gross National Product (GNP) can be used to measure wealth. This is the total income a country has from goods and services per year. It is usually divided by the number of people in the country, per capita, given in US\$. It shows how wealthy a country is. Social indicators give an idea of how 'well off' a country is. These can measure things like calorie intake, people per doctor or life expectancy. These give a better idea of how well off ordinary people in the country are.*

7 - 9 marks

LEVEL 4 Reasoned and detailed explanation.

Develops from Level 3 and contains some or all of the following:

- A range of explanations are given covering 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 bullet points
- Shows understanding of the complexity of the issues
- May build to a reasoned and detailed conclusion.

Example extract: *Economic indicators such as GNP (Gross National Product) can be used to measure wealth. The total income for a country is divided by the number of people to give a per-capita figure in US\$. This gives a good idea of how wealthy a country is but does not give an idea of people's living standards. There is no idea given of what this amount per person actually buys in the country. Social indicators like life expectancy, how long people usually live, plus literacy rates,*

how educated people are, show a much better picture of the standard of living in a country and are better indicators. The United Nations introduced the Human Development Index (HDI) to try to get the best from both economic and social indicators.

10 - 12 marks

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 expressions 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 ideas; 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 of the jobs men from the Hamar tribe do.	(2 marks)
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TARGET AO1

Any **two** of: *Work the crops. Defend the herd. Go off raiding for livestock.*

2 marks

20	Using Sources G and H and your own studies , briefly explain what a 'househusband' is.	(4 marks)
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TARGET AO1

Up to **two** marks for descriptions.

Examples: *Male parent(1), looks after children(1), does most of the cooking(1).*

2 marks

Additional **two** marks(+1) for development of answer.

Model Answers: *Male parent(1) who looks after the children(1) while the mother goes out to work(+1) as the male in the household may be unemployed(+1).*

The man now stays at home(1) as women may be paid more than the man(+1). The male now has time to take the children to school(1) as traditional male jobs may be disappearing from the area(+1).

2 marks

21	'The pattern of family life is the same in many cultures'. Assess this view using Sources G and H and your own studies to answer.	(12 marks)
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TARGET

AO2, AO3

Nothing relevant or worthy of credit

0 marks

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.

Example extract: *Adult men go to work each day. Women are responsible for doing the cooking.*

1 - 3 marks

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.

Example extract: *The photo in Source G shows a boy using a laptop. This will be the same in many cultures.*

4 - 6 marks

LEVEL 3 Sound analysis and evaluation.

- The response focuses on the question
- The student 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.

Example extract: *I think the view is correct. The photograph in Source G shows a boy using a computer. In source H one person says that her son always wants the latest technology, so this is the same in different cultures.*

Note: **Maximum 8 marks** if the student uses only the sources **or** only own studies.

7 – 9 marks

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.

Example extract: *In Source G it says that men go to work each day. This is the same in many cultures. However, in Source H one person is a househusband, showing that in places such as the UK this is changing and is not the same as in traditional cultures.*

10 - 12

22	What is the meaning of 'cereal packet family'? Use your own studies to answer. (2 marks)
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TARGET AO1

Any **two** from: *Idea of a nuclear family. A family with 2 adults and two children. A family used in advertising. A family with housewife and male breadwinner.*

2 marks

23 Briefly explain **two** ways that families can care for the elderly. Use your own studies to answer. (4 marks)

TARGET AO1

Up to **two** marks for descriptive points.

Examples: *The elderly can be cared for in residential care(1). The elderly can be cared for at home by the family(1).*

Additional **two** marks for explanation /development of points.

Examples: *Elderly can be cared for in residential care(1) as this gives 24hr care which they may not get at home(+1).*

Elderly are cared for in the home(1) with help from social services, this gives support while helping to keep older people independent(+1).

4 marks

24 Describe and explain the functions of the family. Use your own studies to answer. You should write about **two** of the following:

- socialisation
- gender roles
- childcare
- economic functions.

(12 marks)

TARGET AO1, AO2

Nothing relevant or worthy of credit

0 marks

LEVEL 1 Simple statements and assertions.

- May not fully understand precisely the meanings of key terms.
- May build to simple conclusion.

Example extract: *Economic function, where people get money for the family.*

1 - 3 marks

LEVEL 2 Descriptive or list style answer.

- Develops from level 1 and shows an understanding of key terms on at least one bullet point
- Starts to use/describe examples.
- Shows an understanding of key terms on at least two points
- May build to a simple and clear conclusion.

Example extract: *The economic function is where one or more people go out to work to get money for the family. The family need this to pay for housing and food. In most families in the past it was a male role.*

4 - 6 marks

LEVEL 3 Sound explanation.

- Develops from Level 2 and shows a sound understanding of key terms on at least two points.
- Shows good knowledge of at least two causes and explains them with clarity and precision
- Uses examples from own studies to illustrate answer
- May build to a reasoned conclusion.

Example extract: *One of the main functions of the family is the economic function. This is where people from the family go out to work to get money needed to buy food or pay rent on houses. In the UK it was traditionally the male who had this role, though in recent years it has changed. In many families both parents now work. The children are in education for much longer and so are more dependent upon the family than in the past.*

7 - 9 marks

LEVEL 4 Reasoned and detailed explanation.

Develops from Level 3 and contains some or all of the following:

- A range of explanations are given covering 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 bullet points
- Shows understanding of the complexity of the issues
- May build to a reasoned and detailed conclusion.

Example extract: *One of the main functions of the family is the economic function. This is all about money where families need money e.g. to pay rent / mortgage and to buy food. This usually means at least one person going out to work. In the UK in the 1950's and 1960's this was traditionally the man who was in the 'male breadwinner' role. Today in many families both parents go out to work to earn money for the family. This means that gender roles in the family have also changed. Employment in many areas has changed from traditional 'heavy' industry to tertiary industry such as services and tourism. Employment has changed from being mainly males to involve more female workers. This means the gender role in the family has also changed and more men are involved in childcare at home.*

10 - 12 marks

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 expressions 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 ideas; 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 reasons why coal mines in the UK closed.	(2 marks)
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TARGET AO1

Any **two** from: *Coal seams worked out. Mechanisation is being used to replace people. Foreign imports of coal cheaper.*

2 marks

26	Using Sources I and J and your own studies , briefly explain two effects of mechanisation in the UK.	(4 marks)
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TARGET AO1

Up to **two** marks for description.

Examples: *Mechanisation means less people are needed(1). Mechanisation makes products cheaper(1).*

2 marks

Additional **two** marks for explanation.

Model Answers: *Mechanisation reduces costs(1) which allows factory to increase profit(+1). Mechanisation speeds up the production process(1) so factories can produce more(+1).*

2 marks

27	‘Unemployment has wide ranging effects’. Assess this view using Sources I and J and your own studies to answer.	(12 marks)
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TARGET AO2, AO3

Nothing relevant or worthy of credit

0 marks

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.

Example extract: *They are not sure if they can make the rest of the car payments. The pub is boarded up and shops have closed down.*

1 - 3 marks

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.

Example extract: *It will affect the local area as the local pub is boarded up and shops have closed down. This is affecting the whole area not just the family.*

LEVEL 3 Sound analysis and evaluation.

- The response focuses on the question.
- The student 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.

Example extract: *In source I it says that it will have a big effect on the local area. One of the pubs and some of the shops have closed down. In source J it shows the 'pit head gear' being demolished. This means the changes are likely to be permanent, so it will have wide effects. From my own studies of Sheffield closure of steel making in the Don Valley meant factories closed down and whole communities were affected, not just the individuals who became unemployed. Local shops had to close as people had less money to spend. I agree with the view that unemployment has wide effects.*

Note: **Maximum 8 marks** if the student uses only the sources **or** only own studies.

7 – 9 marks

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.

Example extract: *I think that overall the effects of unemployment will be on the whole community. In Source I the account says that pubs in the area have closed down. From my own studies in Sheffield I have seen that this may be because of a change in the pattern of going out to pubs nationally. Pubs in other areas have closed and the bar staff have been become unemployed because less people now go out to the traditional pub. This may not only be because of industries like coal mining closing down. The photographs in Source J show some run down shops. In Sheffield this happened in the 1990's after Meadowhall shopping centre was opened and trade moved to out of town shopping areas. Overall though unemployment will cause people to have less money to spend in the local area and this will affect business in that area. It will only add to problems of national trends in shopping and going out to pubs. I think that the view is correct, unemployment will have wide effects.*

10 - 12 marks

28 What is the meaning of 'division of labour'? Use your own studies to answer. <p style="text-align: right;">(2 marks)</p>

TARGET AO1

Any **two** points.

Examples: *Jobs broken down into stages. Workers do one particular task. People specialise in one skill. Each person has one role in the production process.*

2 marks

29 Briefly explain two positive impacts on consumers of technological change. Use your own studies to answer <p style="text-align: right;">(4 marks)</p>

TARGET AO1

Up to **two** marks for description.

Examples: *Products are cheaper(1). Equipment/products are now smaller(1).*

2 marks

Additional **two** marks for explanation/development.

Model Answers: *Products can be made more cheaply(1), so more consumers can afford them(+1).*

Products are now smaller(1) so can be carried easier such as tablet computers(+1).

2 marks

30	<p>Describe and explain the causes and effects of changes in employment patterns in the UK. Use your own studies to answer. You should write about two of the following:</p> <ul style="list-style-type: none"> - foreign competition - government policy - globalisation - changes in the workforce. 	(12 marks)
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TARGET AO1, AO2

Nothing relevant or worthy of credit

0 marks

LEVEL 1 Simple statements and assertions.

- May not fully understand precisely the meanings of key terms.
- May build to simple conclusion.

Example extract: *More jobs are now done by foreign workers. More jobs are now done by machines.*

1 - 3 marks

LEVEL 2 Descriptive or list style answer.

- Develops from level 1 and shows an understanding of key terms on two causes/effects.
- Starts to use/describe examples.
- Shows an understanding of key terms on at least two points
- May build to a simple and clear conclusion.

Example extract: *Foreign competition is a cause of change in employment patterns. It has caused many jobs like call centre jobs and jobs making things like sports kit to be done abroad. The effect has been unemployment in the UK.*

4 - 6 marks

LEVEL 3 Sound explanation.

- Develops from Level 2 and shows a sound understanding of key terms on at least two points.
- Shows good knowledge of two causes and/or effects and explains them with clarity and precision
- Uses examples from own studies to illustrate answer
- May build to a reasoned conclusion.

Example extract: *In the UK employment patterns have changed a lot. In industries like ship building foreign competition meant that manufacturing was completed abroad because products can be made more cheaply. In the UK employees had to retrain to more skills based jobs in ship repairing or high tech jobs such as in submarines at BAE Systems in Barrow in Furness. Changes in the workforce have meant that generally employees in the UK are becoming more skilled and higher paid, as unskilled jobs are done by machines or move abroad.*

7 - 9 marks

LEVEL 4 Reasoned and detailed explanation.

Develops from Level 3 and contains some or all of the following:

- A range of explanations are given covering at least two of the bullet points
- A sustained focus on the question
- Uses relevant information/ examples in-depth from own studies.
- Detailed explanation of causes and/or effects.
- Shows links between the bullet points
- Shows understanding of the complexity of the issues
- May build to a reasoned and detailed conclusion.

Example extract: *Employment patterns in the UK have changed for a number of reasons. Globalisation has meant many companies have factories in more than one country. Many jobs have been outsourced to places like India, where there are cheaper labour rates than the UK. The effect has been less call centre jobs in the UK. Many international companies now have headquarters and offices in the UK meaning some higher paid management jobs have been created. For some companies such as Jaguar/Land Rover car making jobs in the UK have become more technical and skilled as many of the manual jobs are now done by machines. Greater demand from places like China has meant increases in production in the UK, meaning more of this type of jobs. Foreign competition, connected with globalisation of industry has meant a change in many industries such as textiles and clothing. Manufacturing is now mostly abroad where wages are cheaper. Employment in the UK has changed to more design of clothing or concentration on hand made quality products or designer labels involving more skilled work.*

10 - 12 marks

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 ideas; 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 2013

(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