



**General Certificate of Secondary
Education**

Humanities

Specimen Mark Scheme

Unit 2: Humanities Options

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

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SPECIMEN MARK SCHEME

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

2.1 Consistency of marking

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

2.2 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.

2.3 Errors

Obviously, errors can be given no credit but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

As a general rule, give credit for what is relevant, accurate and valid.

2.3 Answers in note form

Answers in note form to any question should be credited in so far as the candidate's meaning is communicated. You must not try to read things into what has been written.

2.5 Diagrams, etc.

Credit should be given for information provided by the candidates in diagrams, tables, maps etc., provided that it has not already been credited in another form.

2.6 Answers which do not fit the marking scheme

Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. All valid responses must be given credit, even if they do not fit the mark scheme.

If in doubt, telephone your Senior Examiner for advice.

3 USING A LEVELS OF RESPONSE MARK SCHEME

3.1 The levels of response

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

In the mark scheme different types of answers are identified and are arranged in a series of levels, each of which is allocated a range of 3 marks.

3.2 Part (c) questions: 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 used?
- How well does the answer maintain relevance to the question set?
- Is there a logical argument?
- Is there evidence of individual thought?

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

3.3 **Part (f) questions: converting levels into marks**

The following descriptors concerning the **Quality of Written Communication (QWC)** must be applied to **part (f)** of every question.

Use the marking scheme for the relevant sub-question, e.g. Question 1 (f), to decide the level, e.g. Level 3.

Then use the QWC descriptor to decide the mark within that level, e.g. Level 3.

You should judge the answer on a 'best fit' basis, according to how well it meets the QWC descriptor as a whole.

<u>Level descriptors for Quality of Written Communication (QWC)</u>		<u>Marks</u>
Level 1	<ul style="list-style-type: none"> • Style of writing is simple for the subject matter. • Simple expression of ideas, description; uses few or no specialist terms. • Limited accuracy 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

- 1.(a) Using **Source A**, name the **two** superpowers involved in the Cold War, 1945-1990. (2 marks)

TARGET: Assessment Objective 1

1 mark for each of: USA,USSR; allow America, Russia, Soviet Union.

1+1

1. (b) Using **Source B**, describe **two** major differences between communism and capitalism. (4 marks)

TARGET: Assessment Objective 1

In each of the two differences:

1 mark for the difference and 1 mark for development.

e.g Communism has/had a one-party state/industry and business owned by the state/media controlled by the government. In capitalism there are free elections.

2x2

1. (c) How important were fear and distrust in causing the Cold War? Explain your views, using **Sources A and B**. (12 marks)

TARGET: Assessment Objectives 2-3

Source A: The causes of the Cold War, 1945 – 1990

Source B: Differences between the USSR's communist system and the USA's capitalist system.

LEVEL 1: One or more simple assertions extracted from a source and/or own studies.
eg USA was afraid of USSR.

0-3

LEVEL 2: Simple explanation, using one or both sources and/or own studies to support reasons.
Evidence from the source material is presented but is not developed.
e.g Source A The USA was afraid that communism would spread
Source B The USA wanted all industry.... to be privately owned

4-6

LEVEL 3: Response focuses on the question.
Presents argument supported by information drawn from both sources and own studies.

Evidence from the source material is **developed** or **used effectively**, rather than just being presented.

e.g Argues that fundamental difference(s) between the superpowers led to suspicion and escalation.

e.g. As level 2 examples plus.....

....and the USA would be attacked ...and would then attack the USSR

....the USA wanted choice and freedom to vote, work.....but in the

USSR the state wanted to own and control industry and the media...

7-9

LEVEL 4: There is a clear focus on the question.
The analysis and assessment is logical and detailed covering a range of reasons.
It draws widely and links both sources together.
Candidates use relevant concepts from their own studies accurately.
Answer builds to a reasoned conclusion.

eg. As level 3 examples plus

....This threat of attack made the USA and the USSR try to become the strongest superpower and this rivalry created more and more fear and distrust

....This disagreement about how the government should be run and who should own industry.... created more fear and distrust as each side became more and more focussed on their own ideology and refused to accept and understand each other's....

10-12

1. (d) What is **pacifism**? Use your own studies to answer.

(2 marks)

TARGET: Assessment Objective 1

An explanation that pacifism means pursuing your ends without fighting, not taking up weapons. An example would strengthen an answer, the most likely being M. L. King or Gandhi.

e.g Pacifism is a belief against war, from a religious standpoint. Quakers think war is wrong.

0-2

1. (e) Describe **two** effects of conflict at an individual level. Use your own studies to answer.

(4 marks)

TARGET: Assessment Objective 1

In each of the two effects:

1 mark for a simple statement, e.g. neighbours fall out, bad quality of life, or any social, physical, economic effect.

A further mark for developing the description, e.g. neighbours fall out and this **causes** bad feelings/violence.

2 x 2

1. (f) Explain why it is important to have rights and freedoms. Use your own studies to answer. You could write about any of the following:
- peace
 - work
 - freedom of speech
 - religious beliefs
 - education
 - rights of the child.

(12 marks)

TARGET: Assessment Objectives 1-2

Note: the quality of written communication determines the mark within each level. See section 3.3 above. The descriptors below determine the level.

- LEVEL 1: Simple statements implying knowledge about individual freedom(s).
eg.. so people can do what they want
so they have a choice 0-3
- LEVEL 2: Generalised assertions or list-style answer.
eg. ...so people can live and work peacefully without being told what to do
.... they can protest, get educated, practise their religion freely 4-6
- LEVEL 3: Shows knowledge of more than one of the individual freedoms and rights. Develops the answer with examples from own studies. Links importance of rights to an outcome, e.g peaceful/happy/equal/co-operative.
- eg.....These rights protect individuals and their families and stop prejudice, discrimination and persecution
- Specific examples of sexism, racism... .at individual / group level
Or Nazi Germany, Rwanda, Kosovo... at national / international level 7-9
- LEVEL 4: At this level response should:
- Show understanding of a range of individual freedoms and rights.
Deploy information/examples in-depth from own studies.
Apply accurately the terminology from subject content.
Show importance specifically and generally.
Build to a reasoned conclusion.
- eg.....These rights are protected by legislation, attitudes and values in society....
- Specific examples of sexism, racism.... at individual / group level....
Or Nazi Germany, Rwanda, Kosovo..... at national / international level 10-12

TOTAL: 36 marks

2. (a) Using **Source C**, give **two** effects that migrant workers have on the UK job market. (2 marks)
- TARGET: Assessment Objective 1
- Take jobs from British workers
Fill labour shortages/do jobs British workers won't do. 1 + 1
2. (b) Using **Source D**, what evidence is there that asylum seekers experience discrimination? (4 marks)
- TARGET: Assessment Objective 1
- One or more simple assertions extracted from the source. 0-2
Explains, using evidence from source accurately. 3-4
2. (c) How far do the media influence prejudice and discrimination in the UK? Explain your views, using **Sources C and D** and your own studies. (12 marks)
- TARGET: Assessment Objectives 2-3
- Source C: Newspaper headlines in 2006 about migrant workers
Source D: Some reports appearing in the media in 2005
- LEVEL 1: One or more simple assertions extracted from a source and/or own studies.
- e.g the newspaper says there will be over a million immigrants from Eastern Europe in 2006.
a survey shows people think 23% of asylum seekers are in the UK.
a 17 year old was in court for calling a Bangladeshi woman a 'terrorist' 0-3
- LEVEL 2: Simple explanation, using one or both sources and/or own studies to support reasons.
Evidence from the source material is presented but is not developed.
- e.g
Source C: The first newspaper extract uses a lot of provocative language to shock reader.
The second extract reassures workers.
Source D: The facts do not always back up the prejudice.
The actual figure is 2% of asylum seekers.
Asylum seekers stir up suspicion, anger and frustration. 4-6
- LEVEL 3: Response focuses on the question.
Presents argument supported by information drawn from both sources and own studies.
Evidence from the source material is **developed** or **used effectively**, rather than just being presented.

eg As level 2 examples plus....

...because people want to believe the problem is bigger than it is....
 people are prejudiced and want to accept the stereotype...
 ...because people are ignorant and do not find the facts before they
 judge

7-9

LEVEL 4: There is a clear focus on the question.
 The analysis and assessment is logical and detailed covering a range
 of reasons.
 It draws widely and links both sources together.
 Candidates use relevant concepts from their own studies accurately.
 Answer builds to a reasoned conclusion.

e.g. Some people want an easy target / scapegoat to blame their problems on...
 The media provides misinformation / propaganda to reinforce these stereotypes...
 The media has both ethical objectives (to tell the truth) and commercial objectives
 (to make profits) objectives and often these objectives are in conflict.....

10-12

2. (d) Give the meaning of the term **persecution**. Use your own studies to answer. (2 marks)

TARGET: Assessment Objective 1

One accurate statement *conveying the idea* of discrimination of a group/culture
 Systematic/organised/planned discrimination of a group/culture

1 + 1

2. (e) Briefly explain **two** examples which show how some people have been used as scapegoats. Use your own studies to answer. (4 marks)

TARGET: Assessment Objective 1

Mark each of the two examples out of 2 marks.

A descriptive statement, e.g the Nazis blamed the Jews for losing World War 1. 1

A development statement with a reason developed/expanded 2

2 x 2

2. (f) Explain how discrimination can be reduced.

Use your own studies to answer.

You could write about any of the following levels of action:

- individual
- community
- government
- international.

(12 marks)

TARGET: Assessment Objectives 1-2

Note: the quality of written communication determines the mark within each level. See section 3.3 above. The descriptors below determine the level.

LEVEL 1:	Some simple statements implying knowledge about one level of action from the list e.g... teach people not to bully make it illegal to be racist	0-3
LEVEL 2:	Generalised assertions or list style answer e.g... a school can introduce an anti-bullying campaign the FA's Kick racism out of football the government has passed the Sex Discrimination Act	4-6
LEVEL 3:	Shows knowledge of more than one method/level of action and explains them. Uses examples from own studies to illustrate answer. e.g...this will teach children how bullying affects their victims and students can use a peer mentor or text messaging service to ask for help if they are bullied. ...football fans can learn how to behave at matches and appreciate the quality of players and other fans from their own and other teams without prejudice because players will visit schools and be positive role models. ...this has made it illegal to treat men and women unfairly and employers know they have to follow the law to avoid prosecution.....	7-9
LEVEL 4:	At this level response should: Show understanding of a range of methods/levels of action. Deploy information/examples in-depth from own studies. Apply accurately the terminology from subject content. Show the links between the different effects. Build to a reasoned conclusion. e.g. These types of campaigns have to be maintained and developed consistently over time to ensure that the levels and problems (bullying, racism...) do not increase / return..... Schools / football clubs can become complacent / unaware that the causes of discrimination may still exist.....	10 -12

TOTAL: 36 marks

3. (a) Using **Source E**, give **two** development goals that benefit children. (2 marks)
- TARGET: Assessment Objective 1
- Two from: Achieve primary education for all, reduce child mortality, reduce killer diseases, end extreme poverty and hunger. 1 + 1
3. (b) Using **Source F**, briefly explain what has happened to the Haitian rice market. (4 marks)
- TARGET: Assessment Objective 1
- One or more simple assertions extracted from the source, e.g flooded with rice grown in the USA, which is heavily subsidised by the US government. 0-2
- Explains, using evidence from source accurately. 3-4
-
3. (c) How far would fair trade help the people of Haiti to achieve the UN development goals? Explain your views, using **Sources E and F** and your own studies. (12 marks)
- TARGET: Assessment Objectives 2-3
- Source E: UN Millennium Development Goals
Source F: The effects of American rice subsidies on Haiti
- LEVEL 1: One or more simple assertions extracted from a source and/or own studies.
- eg.They would be better off with more rice
US subsidies are having a terrible effect
Nearly half the population suffer from hunger 0-3
- LEVEL 2: Simple explanation using one or both sources and/or own studies to support reasons.
Evidence from the source material is presented but is not developed.
- e.g.
Source E - This would help to end extreme poverty and hunger, and improve health and education.
Source F – If trade was fair Haitians could make a decent living.
With the right machinery...they could produce all they need. 4-6

- LEVEL 3: Response focuses on the question.
Presents argument supported by information drawn from both sources and own studies.
Evidence from the source material is **developed or used effectively**, rather than just being presented.
- e.g. As level 2 examples plus.....
...but the USA want to support their own farmers and can afford the subsidies
Haiti could then break out of the poverty cycle and improve living standards
And Haitians could develop skills and work to improve their economy. 7-9
- LEVEL 4: There is a clear focus on the question.
The analysis and assessment is logical and detailed covering a range of reasons.
It draws widely and links both sources together.
Candidates use relevant concepts from their own studies accurately.
Answer builds to a reasoned conclusion.
- e.g. Fair trade would certainly help the farmers of Haiti but standards of living would still be low as incomes from agriculture in most countries tend to be low. Haiti would need to see a significant increase in income from fair trade and invest in secondary and tertiary industries to develop the Haitian economy further. This will take a considerable amount of time unless MEDCs like the USA provide loans and other financial support. 10-12
3. (d) Give the meaning of the term **colonialism**. Use your own studies to answer. (2 marks)
- TARGET: Assessment Objective 1
- One accurate statement *conveying the idea* of taking over a country by force
To secure resources/land/wealth/power 1 + 1
3. (e) Briefly explain **two** reasons why life expectancy is higher in MEDCs than in LEDCs. Use your own studies to answer. (4 marks)
- TARGET: Assessment Objective 1
- Mark each of the two reasons out of 2 marks.
- A descriptive statement, eg the health care is better and more available in MEDCs. 1
- A developed statement with a reason developed/expanded 2
- 2 x 2

3. (f) Explain how different forms of aid can help people in LEDCs make progress.
Use your own studies to answer.

You could write about any of the following:

- humanitarian aid
- government aid
- non-governmental organisations.

(12 marks)

TARGET: Assessment Objectives 1-2

Note: the quality of written communication determines the mark within each level. See section 3.3. The descriptors below determine the level.

- LEVEL 1: Some simple statements implying knowledge about one form of aid from the list
e.g..... we sent food
we collected money 0-3
- LEVEL 2: Generalised assertions or list style answer
e.g to help the victims of an earthquake/flood/tsunami...
to help children who had lost their parents to AIDS in Africa 4-6
- LEVEL 3: Shows knowledge of more than one form of aid and explains them.
Uses examples from own studies to illustrate answer.

e.g....in Pakistan/Bangladesh/SE Asia...this humanitarian aid was to buy food, provide fresh water, tents and medical care.. to deal with the immediate emergency and help put the region/country back on its feet.
.....shows understanding of types of aid eg uni-lateral bi-lateral/multi-lateral/tied
.....shows understanding of the role of NGOs eg Oxfam, Save the Children..etc 7-9
- LEVEL 4: At this level response should:

Show understanding of a range of forms and aid.
Deploy information/examples in-depth from own studies.
Apply accurately the terminology from subject content.
Show the links between the different effects.
Build to a reasoned conclusion.

e.g....Very often aid from MEDCs or NGOs has to deal with a humanitarian crisis like an earthquake, hurricane, tsunami.... providing food, water, shelter....
However, MEDCs and NGOs know they should be providing more long-term aid to develop industry, employment, education, health care... to allow LEDC economies to progress and be able to manage their resources more effectively and become less reliant on aid from MEDCs in the future.
MEDCs can be reluctant to release the funds or make the commitment because of their domestic policy objectives. 10-12

TOTAL: 36 marks

-
- 4. (a)** Using **Source G**, what were the **two** most common family types in 1996? *(2 marks)*
- TARGET: Assessment Objective 1
- Married couple, lone mother 1 + 1
- 4. (b)** Using **Source H**, what evidence is there that marriage is important? *(4 marks)*
- TARGET: Assessment Objective 1
- One or more simple assertions extracted from the source. 0-2
Explains, using evidence from the source accurately. 3-4
- 4. (c)** Is there a typical family in the UK today? *(12 marks)*
Explain your views, using **Sources G and H** and your own studies.
- TARGET: Assessment Objectives 2-3
- Source G: Statistical data on different family types from 1996 and 2004
Source H: A sample of students' descriptions of their families
- LEVEL 1: One or more simple assertions extracted from a source and/or own studies.
- e.g. most families have a married couple ...
 you should get married before you have children..
 some people live together and never get married... 0-3
- LEVEL 2: Simple explanation, using one or both sources and/or own studies to support reasons.
Evidence from the source material is presented but is not developed.
e.g.
Source C – Families have a married couple because marriage is important
 The number of people living together has increased because...
Source D - Some people think marriage is important...some do not
 My mum says she never really wanted to live with a partner... 4-6
- LEVEL 3: Response focuses on the question.
Presents argument supported by information drawn from both sources and own studies.
Evidence from the source material is **developed or used effectively**, rather than just being presented.
- eg As level 2 examples plus....
 ...marriage provides stability and parents are more likely to stay together
 some couples need to live together to find out whether they have chosen the right partner
 as they think divorce is wrong and people should care about their vows
 ...as she wanted to be independent and not rely on somebody 7-9

LEVEL 4: There is a clear focus on the question.

The analysis and assessment is logical and detailed covering a range of reasons.

It draws widely and links both sources together.

Candidates use relevant concepts from their own studies accurately.

Answer builds to a reasoned conclusion.

e.g .The concept of an 'ideal family' has been reinforced by the media especially in advertising in magazines and the TV. The 'cornflake packet family' presented in TV adverts, with a husband, wife and two children smiling and happily eating or drinking the product promoted, does not truly represent reality. Lone parents, cohabiting couples and same-sex partnerships are becoming more common and reflect changing attitudes towards marriage, divorce and the family.

10-12

4. (d) Give the meaning of the term **divorce**. Use your own studies to answer.

(2 marks)

TARGET: Assessment Objective 1

An accurate statement *conveying the idea* of an ending of a marriage

Adding that it is a legal process (by a court/judge)/decree absolute...etc

1 + 1

4. (e) Briefly explain **two** ways in which traditional gender roles within the family are changing. Use your own studies to answer.

(4 marks)

TARGET: Assessment Objective 1

Mark each of the two ways out of 2 marks.

A descriptive statement e.g more men are staying at home/women have careers.

1

A developed statement with a reason developed/expanded.

2

2 x 2

4. (f) Explain what influences our views about the importance of the family.

Use your own studies to answer.

You could write about any of the following:

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

(12 marks)

TARGET: Assessment Objectives 1-2

Note: the quality of written communication determines the mark within each level. See section 3.3 above. The descriptors below determine the level.

- LEVEL 1: Some simple statements implying knowledge about one influence from the list
 e.g...people watch families on TV soaps
 people are less religious today
 people are more likely to get divorced 0-3
- LEVEL 2: Generalised assertions or list style answer
 eg... so behave in the same way/think this is the way families behave
 ...and so do not think families are important
 and so there are more single parent families 4-6
- LEVEL 3: Shows knowledge of more than one influence and explains them.
 Uses examples from own studies to illustrate answer.
 e.g....so these negative role models on TV can cause families to
 break up
 so their children are brought to see families as less important...
 so this means that children lack the role models/guidance of two
 parents. 7-9
- Level 4: At this level response should:
- Show understanding of a range of influences.
 Deploy information/examples in-depth from own studies.
 Apply accurately the terminology from subject content.
 Show the links between the different effects.
 Build to a reasoned conclusion.
- e.g. Our views about the importance of the family are influenced by a wide range of factors. The type of family a person actually grows up in will clearly influence the way they view the importance of the family. A caring and stable family situation is very important but this positive environment doesn't necessarily have to exist within a two-parent family. A child might be far better cared for and socialised within a caring and stable lone-parent family rather than within a violent, abusive and unsafe two-parent family environment. Other factors include..... 10-12

TOTAL: 36 marks

- 5 (a) Using **Source I**, what **two** things do most workers think is important about their job? (2 marks)
- TARGET: Assessment Objective 1
- Salary
Working environment 1 + 1
5. (b) Using **Source J**, what evidence is there that job satisfaction is important? (4 marks)
- TARGET: Assessment Objective 1
- One or more simple assertions e.g Charlotte is doing what she's interested in. 0-2
Explains, using evidence from the source accurately. 3-4
5. (c) Assess the view that pay is the main reason why people go to work. Explain your answer, using **Sources I and J** and your own studies. (12 marks)
- TARGET: Assessment Objectives 2-3
- Source I : A recent survey of UK employees' attitudes
Source J: Some young graduates' views about their jobs
- LEVEL 1: One or more simple assertions extracted from a source and/or own studies.
- e.g ... most people think money is important
.....some think their working environment is important 0-3
- LEVEL 2: Simple explanation using one or both sources and/or owns studies to support reasons.
Evidence from the source material is presented but is not developed.
e.g.
Source I - 21% of workers think salary is important
Source J-I have the freedom to work
My work is very repetitive.... It's hard to motivate them.....
I work in a team. We all depend on each other ... to meet targets 4-6
- LEVEL 3: Response focuses on the question.
Presents argument supported by information drawn from both sources and uses own studies.
Evidence from the source material is **developed or used effectively**, rather than just being presented.
- e.g As level 2 examples plus....
Pay is the main reason we work, but nearly the same percentage (20%) think their working environment is also important because they are going to be working for most of the day and need to feel comfortable
...because there is a lot of pressure to meet targets and this can demotivate some workers as they do not feel valued by their employer and tend not to care about their work, only about their pay. 7-9

LEVEL 4: There is a clear focus on the question.
 The analysis and assessment is logical and detailed covering a range of reasons.
 It draws widely and links both sources together.
 Candidates use relevant concepts from their own studies accurately.
 Answer builds to a reasoned conclusion.

e.g...Most workers will look for intrinsic as well as extrinsic satisfaction in their work. Some workers might put up with a boring, repetitive and unrewarding but well-paid job in the short term. They are more likely to look for employment that has time and freedom to do their work and meet their targets properly and look to develop their skills, experience and level of responsibility in the longer term. Whilst such career development will increase their job satisfaction, it will also lead to higher pay.

10-12

5. (d) Give the meaning of the term **trade union**. Use your own studies to answer. (2 marks)

TARGET: Assessment Objective 1

One accurate statement *conveying the idea* of a workers' group/organisation.
 Can advise/support/protect/represent workers in negotiations with employers.

1 + 1

5. (e) Briefly explain **two** reasons why specialisation improves production and productivity. Use your own studies to answer. (4 marks)

TARGET: Assessment Objective 1

Mark each of the two reasons out of 2 marks.

A descriptive statement e.g workers are able to learn a set/small number of tasks 1

A developed statement with a reason developed/expanded 2

2 x 2

5. (f) Explain the positive and negative effects of migration.

Use your own studies to answer.

You could write about any of the following:

- standard of living
- industrial relations
- employment
- equality legislation.

(12 marks)

TARGET: Assessment Objectives 1-2

Note: the quality of written communication determines the mark within each level. See section 3.3 above. The descriptors below determine the level.

- | | |
|---|-----|
| <p>LEVEL 1: Some simple statements implying knowledge about one effect of migration from the list
eg. some people might get a job,
 may get higher wages,
 may lose their job.</p> | 0-3 |
| <p>LEVEL 2: Generalised assertions or list style answer
eg... and stop being unemployed
 ...be better off
 be worse off</p> | 4-6 |
| <p>LEVEL 3: Shows knowledge of more than one effect and explains them.
Uses examples from own studies to illustrate answer.</p> <p>e.g. Workers may be better trained and paid as new industries/businesses move into an area.... This provides new and better opportunities and improves workers' (and their families') present and future career prospects.
Workers may feel threatened by migrants entering the local job markets and may weaken trade unions, traditional crafts/skills.</p> | 7-9 |
| <p>LEVEL 4: At this level response should:</p> <p>Show understanding of a range of effects.
Deploy information/examples in-depth from own studies.
Apply accurately the terminology from subject content.
Show the links between the different effects.
Build to a reasoned conclusion.</p> <p>e.g.. Migration has both a positive and negative impact on the economy. Migrating workers may bring skills and experience that perhaps an employer or industry lacks or are in short supply. Employers may need to offer higher wages or other incentives to encourage this migration. On the other hand, existing workers may feel that their jobs are threatened by migration as an increase in the supply of workers available to work will push down wages. However, this might in turn reduce the costs of employers and might expand employment.</p> | |

TOTAL: 36 marks