

Humanities

General Certificate of Secondary Education **B031**

Cross-curricular themes

Mark Scheme for June 2010

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Application of the Mark Scheme

General Points

- 1 This mark scheme is intended to assess candidates' understanding of the key concepts of this course and their ability to use contextual understanding to illustrate this understanding. This can be difficult. Marking should therefore be positive and seek to reward candidates for what they understand, know and can do.
- 2 Levels of response marking schemes by definition reward the level of understanding achieved by the candidate. If a candidate achieves a particular level descriptor this level should be awarded. Candidates do not necessarily have to achieve all lower level descriptors to achieve this level. Achievement in the level should be clearly sustained in the answer, not simply touched on.
- 3 There is always a choice of factual support which a candidate may deploy. This mark scheme is therefore indicative not prescriptive and examiners should use their professional judgement and the parameters of the syllabus content to reward appropriate information. In case of doubt refer to the Principal Examiner.

Specific Points

- 1 Half marks must not be used
- 2 Exemplars given in the mark scheme are indicative not prescriptive. Markers should use their professional judgement and knowledge to reward work which falls outside the examples given but is nevertheless worthy of reward.
- 3 Do not be afraid to award the top mark in a level. Reluctance to award top marks can lead to bunching of marks and a depression of marks overall.
- 4 The levels corresponding to the marks awarded should be indicated in the body of the text where the level is triggered.
- 5 Candidates are informed that marks for Quality of Written communication will be awarded in questions: 1c, 2c, 3c, 4c and 5b. Markers should award the top mark in the level achieved to reward QWC.

Section A: Issues of Citizenship

Question		Expected Answers	Mks	Rationale
1	(a)	State three facts about:		
	(i)	<p>Criminal law</p> <p>1 mark for each correct fact relating to the term Criminal Law eg:</p> <ul style="list-style-type: none"> • Things that are illegal/against the law • Police enforce the law • Breaking the law is punished by the courts – fines prison • Criminal record <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	
	(ii)	<p>Civil law</p> <p>1 mark for each correct fact relating to the term Civil Law eg:</p> <ul style="list-style-type: none"> • Tries to solve disputes • Can be between people, businesses or organisations • Loser can be made to pay damages • Family Law and Employment Law are Civil Law <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	
	(b) (i)	<p>Study Document A and answer the questions that follow.</p> <p>Document A The Universal Declaration of Human Rights</p> <p>The Universal Declaration of Human Rights states the human rights and freedoms to which all men and women, everywhere, are entitled without discrimination.</p> <p>It identifies civil and economic rights such as:</p> <ul style="list-style-type: none"> • not to be tortured • a fair trial • freedom of movement • freedom of thought, belief, religion, opinion and expression 		

Question			Expected Answers	Mks	Rationale
			<ul style="list-style-type: none"> • food • clothing, housing and medical care • equal pay for equal work • education. <p>State two civil rights from Document A</p> <p>Any two of:</p> <ul style="list-style-type: none"> • not to be tortured • a fair trial • freedom of movement. 	[2]	
1	(b)	(ii)	<p>State two economic rights from Document A</p> <p>Any two of:</p> <ul style="list-style-type: none"> • food • clothing, housing and medical care (or any one of these) • equal pay for equal work. 	[2]	Do not award more than 1 mark for bullet point 2
1	(c)		<p>Basic human rights have only recently been included in national and international law. Legal rights are of little value unless they are enforced.</p> <p>Explain who should enforce these hard won basic human rights.</p> <p>In your answer you could refer to:</p> <ul style="list-style-type: none"> • the importance of national governments • the role of international organisations • the contribution of the individual • the importance of non-governmental organisations. 		

Question	Expected Answers	Mks	Rationale
	<p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Candidate offers general assertion about enforcement of human rights focuses on one example eg it is the governments/United Nations etc. job to make sure that human rights are protected. For top of level candidate attempts to develop example given.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p> <p>Level 2: [3-5 marks] Candidate writes about the need for a more than one agency being involved in protecting human rights. eg identifies at least two valid agencies from governments/non governmental organisations such as National Council for Civil Liberties (example not required)/international organisations such as UN/Liberty/Amnesty International (specific examples not required)/the individuals contribution.</p> <p><i>Governments</i> have the right to make laws – therefore it is reasonable that they should have a role. <i>NGO's</i> – independent of government can perform a monitoring role. <i>International organisations</i> – the UN promulgated the UDofHR – therefore have a role to monitor and enforce. <i>Amnesty</i> is a campaigning organisation putting pressure on countries through publicity. <i>Individuals</i> – seemingly powerless but can be important in delivering society which respects human rights – join organisations.</p> <p>To reach top of the level candidates will clearly comment on at least two examples.</p> <p>Text is readable; there are mistakes in spelling, grammar and punctuation comprehension of meaning largely clear.</p>		

Question	Expected Answers	Mks	Rationale
	<p>Level 3: [5-8 marks] Candidate writes about at least three of the agencies and the contribution they can make.</p> <p>Will build on the type of information in Level 2 but will develop the answer by identifying that the contribution made by each is individual but also dependent on the contribution made by others. eg governments are elected by individuals therefore their power can be controlled. International agencies are dependent on the efforts of individuals to achieve their aims.</p> <p>To reach top of the level candidates will comment in depth.</p> <p>Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 4: [9-10 marks] Candidate writes a comprehensive evaluation of the part that all four agencies can play in protecting human rights.</p> <p>To reach top of the level candidates will reach a personal conclusion eg All four agencies have a role to play in protecting human rights but perhaps the crucial issue is the commitment of individuals to support them.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p>	[10]	
	Total	[20]	

Section B: Issues of Economic Wellbeing and Financial Capability

Question			Expected Answers	Mks	Rationale
2	(a)	(i)	<p>State three facts about:</p> <p>Employment 1 mark for each correct fact relating to the term Employment eg:</p> <ul style="list-style-type: none"> • paid work • contract of employment • rights and responsibilities <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	
		(ii)	<p>State three facts about:</p> <p>Voluntary work. 1 mark for each correct fact relating to the term Voluntary work eg:</p> <ul style="list-style-type: none"> • unpaid work • often charitable • usually not full time <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	

Question	Expected Answers	Mks	Rationale
(b) (i)	<p>Study Document B and answer the question that follows.</p> <p>Document B Affinity Schemes</p> <p>The days when football fans just bought souvenirs of their favourite club are ending. More football clubs offer a range of financial products and even financial advice to their fans.</p> <p>This is because although football has become a billion pound business, many clubs are still losing money. Clubs believe services such as financial advice will make them extra cash.</p> <p>Most of the financial services are run by an existing bank or building society. Last year Manchester United made nearly half a million pounds from fans who saved into accounts managed by the Britannia building society. Fans opened the accounts to show support for the club.</p> <p>Some clubs have taken a more active role in offering financial products. It is additional income for the club, but it also provides fans with an extra service.</p> <p>State two benefits for a football club of offering financial products in Document B.</p> <p>Any two correct from:</p> <ul style="list-style-type: none"> • a way of making extra cash • a service to fans (may mention financial advice) 	[2]	

Question	Expected Answers	Mks	Rationale
2 (b) (ii)	<p>State two benefits for a football fan in using a football club's financial products in Document B.</p> <p>Any two correct from:</p> <ul style="list-style-type: none"> • they can save • they can receive financial advice. 	[2]	
(c)	<p>All workers have the right to join, or not join, a Trade Union. Explain how Trade Unions provide support to workers.</p> <p>In your answer you could refer to:</p> <ul style="list-style-type: none"> • pay and conditions • health and safety • advice and support • legal rights. <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Candidate offers general assertion about the services offered by trade unions to workers. Candidate may use wording from bullet points eg they negotiate pay and conditions. For top of level candidate must attempt to develop the example used.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p>		

Question	Expected Answers	Mks	Rationale
	<p>Level 2: [3-5 marks] Candidate writes about more than one service provided for workers.</p> <p><i>Pay and conditions</i> – the power of the union gives the individual worker more bargaining power. <i>Health and safety</i> – the union will have trained representatives and experts who can be referred to. <i>Advice and support</i> – particularly regarding disciplinary/grievance issues. <i>Legal rights</i> – the union will have a department which deals with these issues. Can provide legal representation free of charge.</p> <p>To reach top of the level candidates will clearly comment on at least two examples.</p> <p>Text is readable, there are mistakes in spelling, grammar and punctuation comprehension of meaning largely clear.</p> <p>Level 3: [6-8 marks] Candidate writes about at least three of the types of service provided.</p> <p>Will build on the type of information in Level 2 but will develop the answer by identifying the interrelated nature of the services provided. eg the services are designed to meet all the possible needs of the worker in the workplace. They all give the worker more weight in potential conflict situations such as a disciplinary hearing or a grievance procedure.</p> <p>To reach top of the level candidates will comment on both systems in depth.</p> <p>Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear.</p>		

Question	Expected Answers	Mks	Rationale
	<p>Level 4: [9-10 marks] Candidate writes a comprehensive evaluation of the services provided.</p> <p>To reach top of the level candidates will reach a personal conclusion eg despite the advantages of the services provided for workers by unions membership of unions is falling. This perhaps suggests that the workers themselves are not convinced of the merits of the services.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p>	[10]	
		Total	

Section C: Environmental Issues

Question			Expected Answers	Mks	Rationale
3	(a)	(i)	<p>State three facts about:</p> <p>Sustainability: 1 mark for each correct fact relating to the term Sustainability eg:</p> <ul style="list-style-type: none"> • using natural resources responsibly • the interconnections between the economy, people and the environment • something that will last • fair sharing of resources <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	
		(ii)	<p>State three facts about:</p> <p>Climate change: 1 mark for each correct fact relating to the term Climate change eg:</p> <ul style="list-style-type: none"> • long term alteration in global weather patterns • increases in temperature and storm activity • potential consequence of greenhouse effect • caused by human activity <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	

Question	Expected Answers	Mks	Rationale
(b)	<p data-bbox="338 212 1133 240">Study Document C and answer the question that follows.</p> <p data-bbox="338 280 1279 341">Document C Concentration on reducing carbon emissions has missed the real problem – unsustainable life styles</p> <p data-bbox="338 381 472 410">Viewpoint</p> <p data-bbox="338 450 539 478">Eamon O’Hara</p> <p data-bbox="338 518 1263 579">We focus on reducing CO2 emissions rather than on our unsustainable lifestyles.</p> <p data-bbox="338 619 1283 715">We believe that if we reduce emissions we will solve our problems so we focus on carbon reduction, renewable energies and environmental technologies.</p> <p data-bbox="338 754 1341 917">Our problem however is over consumption, and the environment is not the only casualty. More than 4.5bn people – 75% of the world's population – live on just 15% of the world's resources. We in the West use the remaining 85%. The world simply does not have the resources, renewable or otherwise, to sustain our kind of lifestyles across the globe.</p> <p data-bbox="338 957 853 986">What we need to do is act, and act fast.</p> <p data-bbox="338 1026 589 1054">Every day we wait:</p> <ul data-bbox="338 1094 1182 1193" style="list-style-type: none"> • another 30,000 children needlessly die • between 100-150 plant and animal species become extinct • 70,000 hectares of rainforest is destroyed. 		

Question	Expected Answers	Mks	Rationale
	<p>(i) State two problems that affect the majority of people identified in Document C.</p> <ul style="list-style-type: none"> • 30,000 children die needlessly every day • between 100-150 plant and animal species become extinct • 70,000 hectares of rainforest is destroyed. 	[2]	
	<p>(ii) State two causes of the problems facing the world in Document C.</p> <p>Two correct from:</p> <ul style="list-style-type: none"> • CO2 emissions • over consumption/unsustainable life styles • finite resources. 	[2]	
	<p>(c) Explain how different methods of resource management could reduce the human impact on the environment.</p> <p>In your answer you could refer to:</p> <ul style="list-style-type: none"> • reduce • reuse • recycle • energy conservation. <p>[0 marks] No evidence submitted or response does not address the question.</p>		

Question	Expected Answers	Mks	Rationale
	<p>Level 1: [1-2 marks] Candidate offers general statement about waste management or responds to one of the prompts or a general reference to all of them eg: reduce what we use/using things again/recycling glass and paper/ travel less/turn down your heating.</p> <p>For top of level candidate attempts to develop example given.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p> <p>Level 2: [3-5 marks] Candidate writes about more than one action being necessary to achieve a reduction of the impact. <i>Reduce</i> – Avoid packaging/refill packs or concentrates/buy less/shop in charity and second hand shops/buy things that will last/maintain things/repair rather than throwaway. <i>Reuse</i> – Change the attitude to the disposable society/use something again/alternative to throwing it away/to use something again for the same purpose. <i>Recycle</i> – process used or waste material so that it can be used again/save or collect used or waste material for reprocessing into something useful/to adapt or convert something to a new use. <i>Energy conservation</i> – the attempt to reduce the amount of energy used for domestic and industrial purposes especially in the developed world/carbon foot print/fossil fuel generation/air and road transport/insulation for heat loss/efficiency in transport.</p> <p>To reach top of the level candidates will clearly comment on at least two actions.</p> <p>Text is readable, there are mistakes in spelling, grammar and punctuation comprehension of meaning largely clear.</p>		

Question	Expected Answers	Mks	Rationale
	<p>Level 3: [6-8 marks] Candidate attempts to give a balanced view to include at least three of the actions and the contributions they can make.</p> <p>Will extend the type of information in Level 2.</p> <p>To reach top of the level candidates will comment in depth.</p> <p>Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 4: [9-10 marks] Candidate writes a comprehensive evaluation of the actions to lessen human impact on the environment.</p> <p>To reach top of the level candidates will reach a personal conclusion eg all the actions are currently voluntary for the individual and many people/organisations are making considerable steps. If voluntary does not work they should become compulsory.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p>	<p>[10]</p>	
		<p>[20]</p>	

Section D: Religious and Moral Issues

Question	Expected Answers	Mks	Rationale
4 (a) (i)	<p>State three facts about:</p> <p>Tolerance:</p> <p>1 mark for each correct fact relating to the term Tolerance eg:</p> <ul style="list-style-type: none"> • acceptance of differing views • fairness towards people who hold differing views • often associated with politics and religion • respect for diversity <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	
	<p>(ii) State three facts about:</p> <p>Prejudice:</p> <p>1 mark for each correct fact relating to the term Prejudice eg:</p> <ul style="list-style-type: none"> • a preconceived view whether negative or positive • an opinion formed beforehand without knowledge of the facts • irrational ideas about another person or group <p>If correct example(s) are given maximum of 1 mark.</p>	[3]	

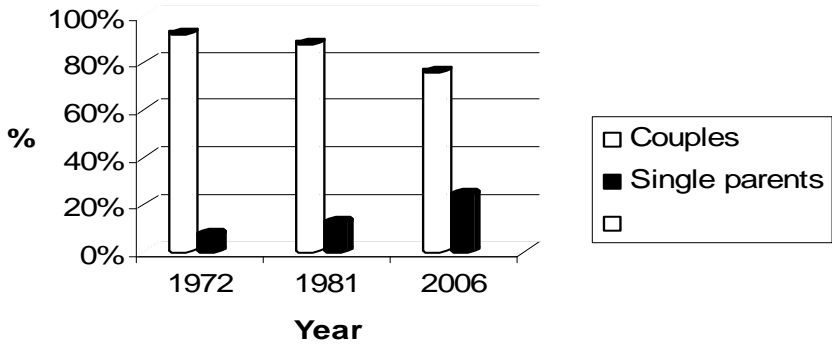
Question	Expected Answers	Mks	Rationale
(b)	<p>Study Document D and answer the question that follows.</p> <p>Document D Churchgoing in the UK</p> <p>A poll, conducted among people aged 16 and over, suggests that 25% of UK adults attend church at least once a year.</p> <p>10% of people in the UK attend church every week 14% of people in the UK attend church once a month.</p> <p>66% of those asked had not been to church in the last year. Half of these currently identified themselves as Christian compared with almost three-quarters in the previous survey.</p> <p>Many people find churches strange places these days. They're not familiar with what's going on inside the building, with the form of service, with the way people gather, with what they say and how they pray.</p> <p>The survey showed that 40% of the population said they 'have no religion'.</p>		
	<p>(i) State the percentage of people who attend church at least once a year.</p> <p>25%.</p>	[1]	
	<p>(ii) State the proportion of people who had not been to church in the last who still claimed to be Christians.</p> <p>Half/50%./33%</p>	[1]	Preferred answer is half but allow either percentage. Must have % sign.
	<p>(iii) State two ways in which the decline in church attendance has affected people's understanding of what happens in churches from Document D.</p> <ul style="list-style-type: none"> • the form of worship/what's going on in the service • how they pray. 	[2]	

Question	Expected Answers	Mks	Rationale
4 (c)	<p>Suffering in the world causes a problem for people who believe in God Explain how one world religion responds to suffering.</p> <p>In your answer you could refer to:</p> <ul style="list-style-type: none"> • why an all powerful God allows suffering? • why God allows the innocent to suffer? • free will • human sin. <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Candidate offers general assertion about evil or responds to one of the prompts eg: God is so powerful he should not allow innocent people to suffer/people suffer because they are sinners.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p> <p>Level 2: [3-5 marks] Candidate writes about more than one of the prompts. May attempt to identify different types of suffering. Does not really attempt to explain the religious explanation.</p> <p><i>God is all powerful</i> – Natural suffering, earthquakes, floods and volcanoes are part of the way the world has developed. Suffering caused by people, sometimes called moral evil, can be caused deliberately or by not intervening. <i>God allows the innocent to suffer</i> – Natural disasters are part of the way the world was created and has developed. Moral evil – people can choose to be good or bad.</p>		<p>Do not penalise candidates who use two religions but only credit one,</p> <p>If no religion is stated if it can be deduced from the answer credit appropriately.</p>

Question	Expected Answers	Mks	Rationale
	<p><i>Free will</i> – God gives individuals the right to make up their own mind about how they are going to live, therefore he can not interfere with suffering. <i>Human sin</i> – Suffering is a punishment for the sins that people commit. Text is readable, there are mistakes in spelling, grammar and punctuation comprehension of meaning largely clear.</p> <p>Level 3: [6-8 marks] Candidate writes about at least three of the prompts. Will build on the type of information in Level 2 but will develop the answer by showing an awareness of the religious response from the chosen religion.</p> <p><i>Christianity</i> – The expulsion from the Garden Eden meant that suffering came into the world. People cause suffering because they have free will to behave badly. <i>Buddhism</i> – Suffering is caused by human selfishness. Ignorance, greed and hatred lead to more suffering. They do not believe in a God therefore they do not distinguish suffering. <i>Hinduism</i> – Sinful actions cause suffering. People get what they deserve either in this life or their next. <i>Islam</i> – Allah uses suffering to test people’s faith, but only to the level they can tolerate. <i>Judaism</i> – Jews believe that suffering is because humans have free will. <i>Sikhism</i> – Human actions result in suffering.</p> <p>Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear.</p>		

Question	Expected Answers	Mks	Rationale
	<p>Level 4: [9-10 marks] Candidate writes a comprehensive evaluation of the issue of suffering.</p> <p>To reach top of the level candidates will reach a personal conclusion on the importance of baptism in relation to the totality of belief eg All religions share the view that man is responsible for suffering through his ability to choose between good and evil. God's role in this process is mysterious.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p>	[10]	
	Total	[20]	

Section E: Issues of Health and Welfare

Question	Expected Answers	Mks	Rationale												
5 (a)	<p data-bbox="315 272 1218 304">Study Documents E and F and answer the questions that follow.</p> <div data-bbox="331 347 1218 879" style="border: 1px solid black; padding: 10px;"> <p data-bbox="450 368 1106 443" style="text-align: center;">Families with dependent children GB 1972 - 2006</p>  <table border="1" data-bbox="383 496 1211 842"> <caption>Families with dependent children GB 1972 - 2006</caption> <thead> <tr> <th>Year</th> <th>Couples (%)</th> <th>Single parents (%)</th> </tr> </thead> <tbody> <tr> <td>1972</td> <td>95</td> <td>5</td> </tr> <tr> <td>1981</td> <td>90</td> <td>15</td> </tr> <tr> <td>2006</td> <td>78</td> <td>22</td> </tr> </tbody> </table> </div> <p data-bbox="315 922 495 954">Document E</p> <p data-bbox="315 991 1308 1054">The proportion of children living in lone parent families has gone up by more than three times in the 34 years 1972-2006.</p>	Year	Couples (%)	Single parents (%)	1972	95	5	1981	90	15	2006	78	22		
Year	Couples (%)	Single parents (%)													
1972	95	5													
1981	90	15													
2006	78	22													

Question	Expected Answers	Mks	Rationale																				
	<p data-bbox="309 210 1223 244">Document F Live births by age of mother, England and Wales</p> <p data-bbox="309 277 517 339">Age of mother at birth</p> <table data-bbox="309 312 882 647"> <thead> <tr> <th data-bbox="309 312 645 339"></th> <th data-bbox="645 312 882 339">Total live births</th> </tr> </thead> <tbody> <tr><td data-bbox="309 344 645 371">11</td><td data-bbox="645 344 882 371">4</td></tr> <tr><td data-bbox="309 376 645 403">12</td><td data-bbox="645 376 882 403">4</td></tr> <tr><td data-bbox="309 408 645 435">13</td><td data-bbox="645 408 882 435">15</td></tr> <tr><td data-bbox="309 440 645 467">14</td><td data-bbox="645 440 882 467">189</td></tr> <tr><td data-bbox="309 472 645 499">15</td><td data-bbox="645 472 882 499">977</td></tr> <tr><td data-bbox="309 504 645 531">16</td><td data-bbox="645 504 882 531">3,514</td></tr> <tr><td data-bbox="309 536 645 563">17</td><td data-bbox="645 536 882 563">8,685</td></tr> <tr><td data-bbox="309 568 645 595">18</td><td data-bbox="645 568 882 595">13,381</td></tr> <tr><td data-bbox="309 600 645 627">19</td><td data-bbox="645 600 882 627">18,061</td></tr> </tbody> </table> <p data-bbox="309 683 916 716">The children of teenage mothers tend to have:</p> <ul data-bbox="309 721 864 895" style="list-style-type: none"> <li data-bbox="309 721 566 748">• poorer health <li data-bbox="309 753 696 780">• more social deprivation <li data-bbox="309 785 712 812">• higher rates of accidents <li data-bbox="309 817 748 844">• more behavioural problems <li data-bbox="309 849 864 895">• a greater chance of living in poverty. 		Total live births	11	4	12	4	13	15	14	189	15	977	16	3,514	17	8,685	18	13,381	19	18,061		
	Total live births																						
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Question	Expected Answers	Mks	Rationale
	<p>(i) Using Document E state the trend in the proportion of single parent families between 1972 – 2006.</p> <p>Rising.</p>	[1]	
	<p>(ii) Using Document E state the trend between 1972 and 2006 in the proportion families who are couples. Give evidence from the document to support your answer.</p> <p>Level 1: (1 mark) Candidate identifies the direction of the trend.</p> <p>Level 2 (2 marks) As Level 1 but candidate provides supporting evidence.</p>	[2]	If evidence is used without stating the trend 0 marks.
	<p>(iii) Using Document F state the trend in pregnancies related to the age of the mother.</p> <p>The number rises with the age of the mother.</p>	[1]	Accept live births as well as pregnancies.
	<p>(iv) Using Document F state two problems which affect the children of teenage mothers.</p> <p>Any two of the following: Poorer health outcomes/poorer social outcomes/higher rates of accidents/behavioural problems/live in poverty.</p>	[2]	Allow education problems as poorer social outcomes

Question	Expected Answers	Mks	Rationale
(b)	<p>'Preventing teenage pregnancy should be a top priority for the National Health Service (NHS) and Social Services.</p> <p>Do you agree? Explain your answer using information from Documents E and F as well as from your own studies.</p> <p>In your answer you could refer to:</p> <ul style="list-style-type: none"> • the medical support needed • the financial support needed • the effects on the mother • the effects on the child. <p>In this answer there are six marks for AO2. These should be awarded as follows:</p> <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Candidate implicitly uses the Figs to help construct their answer.</p> <p>Level 2: [3-4 marks] Candidates draw some relevant information from the Figs, quoting it as evidence, in specific parts of their answer.</p> <p>Level 3: [5-6 marks] Candidates draw extensively on relevant information from the Figs and quote it in context to support their argument in throughout their answer.</p>		

Question	Expected Answers	Mks	Rationale
	<p>In this answer, there are eight marks for AO1. These should be awarded as follows.</p> <p>[0 marks] No evidence submitted or response does not address the question.</p> <p>Level 1: [1-2 marks] Candidate offers a simple statement in relation to the question eg the mother and child will need a lot of support and it has bad effects.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p> <p>Level 2: [3-4 marks] Candidate either gives developed examples of at least two of the prompts or a more generalised statement touching on most of the prompts eg:</p> <p><i>Medical support</i> – the cost of teenage pregnancy to the NHS alone is estimated at £63m p.a. (2007 figures).</p> <p><i>Financial support</i> – benefit payments for a teenage mother who does not enter work in the 3 years following birth can total between £19,000 -25,000. (2007 figures). More likely than older mothers to require targeted support from a range of local services eg to access supported housing/re-engage in education employment and training.</p> <p><i>Effects on the mother</i> – higher rates of relationship breakdown/more likely to live in a workless household/more likely to live in social housing/lower levels of emotional support.</p> <p><i>Effects on the child</i> – poorer health and social outcomes/higher rates of accidents such as falls and swallowing dangerous substances/behavioural problems such as hyperactivity/63% higher risk of living in poverty/lower academic attainment/higher risk of economic inactivity in later life.</p>		

Question	Expected Answers	Mks	Rationale
	<p>Text is readable, there are mistakes in spelling, grammar and punctuation Comprehension of meaning largely clear.</p> <p>Level 3: [5-6 marks] Candidate attempts to give a developed account which should include at least three of the prompts developed in Level 2.</p> <p>Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 4: [7-8 marks] Candidate, makes a valid and developed explanation in response to the question and may make a decision or develop a conclusion based on argument.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p>	[14]	
	Total	[20]	
	Paper Total	[100]	

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)(i)	3	0	0	3
1(a)(ii)	3			3
1(b)(i)	2			2
1(b)(ii)	2			2
1(c)	10			10
2(a)(i)	3			3
2(a)(ii)	3			3
2(b)(i)	2			2
2(b)(ii)	2			2
2(c)	10			10
3(a)(i)	3			3
3(a)(ii)	3			3
3(b)(i)	2			2
3(b)(ii)	2			2
3(c)	10			10
4(a)(i)	3			3
4(a)(ii)	3			3
4(b)(i)	2			2
4(b)(ii)	2			2
4(c)	10			10
5(a)(i)	0	1		1
5(a)(ii)	2	0		2
5(a)(iii)	0	1		1
5(a)(iv)	0	2		2
5(b)	8	6		14
Totals	90	10	0	100

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