



GCSE

Humanities

40702 Humanities Options
Mark scheme

4070
June 2016

Version 1.0: Final Mark Scheme

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** identify the original cause of the rioting.

[2 marks]

TARGET AO1

One mark for identifying the police shooting/ shooting of Mark Duggan/ shooting in the Tottenham area. (1 mark)

Also allow – Bad police community relations/ Social divisions caused by widening inequality/ family breakdown and absent fathers (1 mark)

Additional mark for development. i.e. It was the anger that followed the shooting which led to the rioting. (+1 mark) 2x1= 2

02 Using **Sources A and B** briefly explain **two** ways branded consumer goods could have contributed to the riots.

[4 marks]

TARGET AO1

One or two **simple assertions**. E.g. Levis had previously screened an advert featuring looters/Greedy materialistic young people/Blackberry phones had an instant messaging service/Adidas clothing featured in TV coverage of the riots. (one mark each).

Credit can be given to candidates who describe branded goods **in general** as being unaffordable/ unattainable to poorer sections of society (1 mark).

Suitable development for the second mark

E.g. Levis had previously screened an advert featuring looters (1 mark) and young people could have been influenced by this to loot themselves. (+1 mark)

Blackberry phones had an instant messaging service (1 mark) and this enabled the looters and rioters to organise themselves. (+1 mark)

Adidas clothing featured in TV coverage of the riots. (1 mark) and this may have led to copycat behaviour in the days that followed. (+1 mark).

Maximum 4 marks

03 The cause of the 2011 riots is best explained by the idea that young people are brought up with the wrong social values.'

Assess this view using **Sources A, B and C** and your own studies.

[12 marks]

TARGET AO2, AO3

Nothing relevant or worthy of credit

0 marks

LEVEL 1 Simple assertions or separate points.

- The answer might reflect only one point of view, possibly derived from a source.
- May build to a simple conclusion
Example extract: Source C suggests that these rioters and looters were guilty of sheer criminality as they damaged the livelihoods of a lot of hardworking people. They were wandering the streets unsupervised and took advantage of the situation. They were greedy and selfish.

1 - 3 marks

LEVEL 2 Simple explanation, using at least one of the sources **and/or** own studies

- The answer will present arguments from the source(s) but will not be developed.
- May build to a simple conclusion

Example extract: Source C suggests that these rioters and looters were guilty of sheer criminality as they damaged the livelihoods of a lot of hardworking people. They were wandering the streets unsupervised and took advantage of the situation. They were greedy and selfish so that suggests that materialistic values contributed to their behaviour. On the other hand, the police shooting of Mark Duggan sparked a lot of anger so this clearly was a factor especially if the stop and search problem is included. Maybe the police are racist.

4 - 6 marks

LEVEL 3 Sound analysis and evaluation

- This level of response builds on the previous level and is characterised by a stronger focus on the question.
- The candidate presents an argument well supported by information and arguments from the sources and own studies.
- The response begins to explore in greater detail the pros and cons of the set question and may highlight alternative viewpoints.
- May use good knowledge from own studies to demonstrate a clear understanding of one or both sides of the question.
- May build to a reasoned conclusion.

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

Example extract:

Sources B and C suggest that these rioters and looters were guilty of sheer criminality as they damaged the livelihoods of a lot of hardworking people. They were wandering the streets unsupervised and took advantage of the situation. They were greedy and selfish so that suggests that materialistic values contributed to their behaviour. Source B suggests the media may contribute to a culture of materialism.

On the other hand, the police shooting of Mark Duggan sparked a lot of anger so this clearly was a factor especially if the stop and search problem is included. Maybe the police are racist. From my own studies I learned that The Broadwater Farm riots in the 1980s happened nearby and some police were killed. This may suggest that bad community relations were responsible. (Source A)

However, other factors are also mentioned including poverty and unemployment along with the ending of support for these kids via the Education maintenance Allowance. You reap what you sow.

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 an appreciation of the complexity of the issues
- May build to a reasoned and detailed conclusion.

Example extract:

Sources B and C suggest that these rioters and looters were guilty of sheer criminality as they damaged the livelihoods of a lot of hardworking people. They were wandering the streets unsupervised. Maybe the absent fathers contribute indirectly because they could have socialised their children more effectively. The greed and selfishness behind the looting suggests that materialistic values contributed to their behaviour. Source B suggests the media may contribute to a culture of materialism.

On the other hand, the police shooting of Mark Duggan sparked a lot of anger so this clearly was a factor especially if the stop and search problem is included. The Mac Pherson report suggests that some police are institutionally racist. From my own studies I learned that The Broadwater Farm riots in the 1980s happened nearby and a police officer was killed. This may suggest that bad community relations were responsible. (Source A)

However, other factors are also mentioned including poverty levels of 41% and high unemployment, along with the ending of support for these kids via the Education

maintenance Allowance. The government spokesperson ought to put his own house in order because MPs were guilty of criminality too.

10 - 12 marks

04 Explain what is meant by ‘Human Rights’.

[2 marks]

TARGET AO1

One mark for simple definition/ One mark for development or example.

E.g. A human right is something you are born with/ everyone is entitled to (1) (1 mark) it is different from a civil right which a government grants via laws(+ 1 mark). / An e.g. would be the freedom of speech (+1 mark)

05 Briefly explain **two** ways that human rights can be protected. Use your own studies to answer.

[4 marks]

TARGET AO1

1 mark for each accurate statement of each way./ Additional mark for development.

One way is the setting out of The UN Declaration of Human Rights in 1949. (1 mark) Groups like Amnesty International (1) to monitor a government’s performance/abuses of these rights. (+1 mark)

Another way is via education (1) which can promote human rights respect in the curriculum (+1 mark).

Governments (1) can sign up to the European Convention of Human Rights. (+1 mark).

4 marks

06 Describe and explain how small scale conflict can be resolved and/or prevented. Use your own studies to answer. You should write about two of the following:

- sanctions
- negotiating/arbitration
- counselling
- protest.

[12 marks]

TARGET AO1, AO2

Nothing relevant or worthy of credit

0 marks

LEVEL 1

Some simple statements implying knowledge about the role of one or two factors in the list.

Example extract: *Sanctions is a word for punishment which can help deal with conflict because without the threat of punishment, many people would carry on. E.g. Bullying in schools.*

0 - 3 marks

LEVEL 2

Generalised assertions or list style answer about the role of one or two factors in the list.

Example extract: *Sanctions is another word for punishment or strict consequences which can help deal with conflict because without the threat of severe consequences, many people would carry on. E.g. Bullying in schools. The school may have a range of sanctions such as detention, removal from lessons rising to exclusion if the bullying behaviour continues.*

Another method which can deal with small scale conflict is counselling. In the case of bullying, the school may employ counsellors who can help the bully or the victim come to terms with the behaviour and hopefully prevent further incidents.

4 - 6 marks

LEVEL 3

For Level 3

- Develops from Level 2 and shows a sound understanding of key terms from both selected bullet points.
- Candidate shows good knowledge and application and explains their argument clearly and precisely.

- May build to a reasoned conclusion.

Example extract: *Sanctions is another word for punishment or strict consequences which can help deal with conflict because without the threat of severe consequences, many people would carry on. E.g. bullying in schools. The school may have a range of sanctions such as detention, removal from lessons rising to exclusion if the bullying behaviour continues. The severity of the sanction will depend on the seriousness of the conflict but the point is to provide a deterrent.*

Another method which can deal with small scale conflict like bullying is counselling. In the case of bullying, the school may employ counsellors who can help the bully or the victim come to terms with the behaviour and hopefully prevent further incidents. Sometimes schools can elect students to act as counsellors because peers can be more influential.

7 - 9 marks

LEVEL 4

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

- A range of points
- A sustained focus on the question
- Draws widely from own knowledge/studies and makes links where appropriate
- Own studies relevantly and accurately
- Shows an appreciation of the complexity of the issues
- May build to a reasoned and detailed conclusion.

Example extract: *One way to prevent small scale conflict is to issue Sanctions which is another word for punishment / strict consequences which can help deal with conflict because without the threat of severe consequences, many people would not be deterred. E.g. Bullying in schools. The school may have a range of sanctions such as detention, removal from lessons rising to exclusion if the bullying behaviour continues. The severity of the sanction will depend on the seriousness of the conflict but the point is to provide a deterrent.*

Another method which can deal with small scale conflict like bullying is counselling. In the case of bullying, the school may employ counsellors who can help the bully or the victim come to terms with the behaviour, reflect on their role in the conflict and hopefully prevent further incidents. Sometimes schools can elect students to act as counsellors because peers can be more influential in mediating between the 2 sides and come up with workable solutions. The evidence suggests this has a more sustainable effect.

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 D**, give **two** reasons why prominent sports people have decided to ‘come out’ as gay.

[2 marks]

TARGET AO1

Two from: To further the debate about homosexuality among sports stars/ to support the human rights of gay people/ to support others struggling to go public with their sexuality/Because they are tired of living a lie.

Also allow – challenging anti-gay laws/upholding human rights of gay people.

2 x 1

08 Using **Source E** and **F**, explain **two** reasons why the Sochi organisers provided ‘protest zones’ away from the main Olympic site.

[4 marks]

TARGET AO1

One or two simple assertions derived from the source as to why zones are away from main Olympic site.

E.g. Rule 50 says the Olympic games should not be used for political protest (1 mark)

Allow up to 1 mark for describing why protest zones are provided
e.g. to protest against Russian anti-gay laws (1).

1-2 marks

Development/fuller use of source to explain the compromise.

E.g. Rule 50 states that any kind of political protest on the Olympic site is not allowed(1 m)
This is to prevent politics getting mixed up with sport(+1) OR the location of the protest Zone away from the site does not break this rule (+1)

Source F indicates that the Russians believe sport and politics don’t mix (1 mark) so the provision of a protest zone away from the main Olympic site allowed for a compromise to be reached (+1).

3-4 marks

- 09** ‘A sporting boycott of the Winter Olympics would be the best way to challenge the anti-gay laws of the Russian Government.’
Assess this view using **Sources D, E and F** and your own studies to answer.

[12 marks]

TARGET AO2, AO3

Nothing relevant or worthy of credit

0 marks

LEVEL 1 Simple assertions using at least **one** of the sources **and/or** own studies.

- The answer may reflect only one point of view, possibly derived from a source.
- May build to a simple conclusion. E.g. If the athletes boycotted the Games there would be no Olympics/ The Russians would lose the status/learn their lesson. May build to a simple conclusion

Example extract: *Steven Fry in source D is right. They should have boycotted the Winter Olympics which would have sent a powerful message to Putin that the human rights of gay people should be respected. By passing that anti-gay law, he was discriminating against them*

1 - 3 marks

LEVEL 2 Simple explanation, using at least one of the sources and/or own studies

- The answer will present arguments from the source(s) but will not be developed.
- May build to a simple conclusion E.g. a boycott would be a direct challenge to the participation of other countries/May bring about a change in the anti-gay laws of Russia/ would show that other countries are serious about the human rights of gay people.

Example extract: *Source A shows that boycotting is a method favoured by Tom Daley who decided to boycott the world Diving Series in 2014. Casey Stoner is also surprised at Russia and Qatar being awarded the next 2 World Cups.*

It isn't clear though whether she favours a boycott.

The UK government seem to be against a boycott as Source A says 'We have a better chance of influencing Russia if we engage and challenge prejudice.'

Source D contains arguments for and against boycotting with Steven Fry believing that since the Russian law many gay people have been attacked. The Russian Government spokesman though, believes that people should respect the fact that some cultures have different points of view on the topic. I suppose a boycott might influence the likes of Putin but on the other hand he might just dig in and refuse to change.

4-6 marks

LEVEL 3 Sound analysis and evaluation

- This level of response builds on the previous level and is characterised by a stronger focus on the question.
- The candidate presents an argument well supported by information and arguments from the sources and own studies.

- The response begins to explore the pros and cons of boycotts as a tool in challenging the anti-gay prejudice/laws and may highlight alternative viewpoints.
- May use good knowledge from own studies to demonstrate the efficacy of historic boycott campaigns. E.g. Montgomery bus boycott/Anti-Apartheid sporting boycotts.
- May build to a reasoned conclusion.

Note Max 8 marks if the student uses only the sources or only own studies

Example extract: *The sources provide differing perspectives on whether to boycott the Winter Olympics or not. Source A shows that boycotting is a method favoured by Tom Daley who decided to boycott the world Diving Series in 2014. Casey Stoner is also surprised at Russia and Qatar being awarded the next 2 World Cups.*

Despite this, it isn't clear though whether she favours a boycott. The question has to be whether a sports boycott would bring about a positive change. Clearly the current situation makes life difficult for LGBT who according to Steven Fry are experiencing physical attacks, which must be terrible. Our government though, believe engagement with Putin would be more effective and presumably the USA's decision to send gay ambassadors like Billie Jean King, is a form of engagement (presumably designed to embarrass Russia in the eyes of the world.)

From my own research I found that there was a long sporting boycott of South Africa during the apartheid years, which I suppose sets a precedent, so it could work. On the other hand, Putin seems to be a stubborn type who might resent being pressurised.

7 – 9 marks

LEVEL 4 Reasoned and detailed analysis and evaluation

- Develops from level 3 and is characterised by a sustained focus on the question.
- A range of developed arguments are deployed using relevant arguments from the source and own studies. (See boycott e.g. above)
- Arguments for and against boycotts are deployed (though these need not be given equal weight) and there is an appreciation of the complexity of the issue. E.g. Alongside arguments in favour of boycotting the Games there may be a counter argument that suggests that engagement rather than isolation can be an effective agent of social change. (See Clare Balding and Billie Jean King references in sources)
- There may also be an appreciation that cultures vary in their response to the issue and change can be evolutionary and may take time. E.g. Britain and the US.
- May build to a reasoned and detailed conclusion.

Example extract: *The sources provide differing perspectives on whether to boycott the Winter Olympics or not. Source A shows that boycotting is a method favoured by Tom Daley who decided to boycott the World Diving Series in 2014 in protest at Putin's anti-gay legislation. Casey Stoner is also surprised at Russia and Qatar being awarded the next 2 World Cups. Despite this, it isn't clear though whether she favours a boycott like Daley. The question has to be whether a sports boycott would bring about a positive change and lead the Russians to repeal this legislation. Evidently, the current situation makes life difficult for LGBT who, according to Steven Fry, are experiencing homophobic physical attacks, which must be terrible. Our government though, believe engagement with Putin would be more effective and presumably the USA's decision to send gay ambassadors like Billie Jean King is a form of*

engagement (presumably designed to embarrass Russia in the eyes of the world.) Similarly, The BBC sending Clare Balding to commentate sends a strong message. From my own research I found that there was a long sporting boycott of South Africa during the apartheid years, which I suppose sets a precedent, so it could work. On the other hand, Putin seems to be a stubborn type who might resent being pressurised by the West (who have been highly critical of his policy in the Ukraine and Crimea.) Moreover, the victory over Apartheid in South Africa, probably owed more to economic sanctions than sporting ones.

10 - 12 marks

10 Explain what is meant by ‘stereotype’. Use your own studies to answer.

[2 marks]

TARGET AO1

Valid explanation followed by example (2 marks)

E.g. A stereotype is a generalisation about an individual’s social group. (1 mark) An example would be that ‘All Muslims are terrorists’ (+1 mark)

11 Briefly explain how the media can have **one** positive effect and **one** negative effect on levels of prejudice.

Use your own studies to answer

[4 marks]

TARGET AO1

Identification of one positive and/ or negative effect (1-2 marks)

Development of one or both (3-4 marks)

E.g. One positive effect of the media on levels of prejudice might include the fairer representation of women and/or ethnic minorities on out TV screens. (1 mark) This would ensure that these groups are viewed as equally significant to men/ white people in the population. (+ 1 mark)

A negative effect of the media might be the under-representation and/ or stereotyping of an ethnic group. (1 mark) For example, the failure of the media to show the diversity of British society in the past, may have led to an ‘us’ and ‘them’ attitude and caused racism. (+1 mark)

12 Describe and explain how two of the following factors can cause prejudice and/or discrimination in society. Use your own studies to answer

- scapegoating
- role of socialisation
- nationalism
- propaganda.

[12 marks]

TARGET AO1, AO2

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 the role of one or two factors in the list.

Example extract: Scapegoating occurs when a social group gets blamed for something which isn't their fault. It happened to the Jews in Nazi Germany when ordinary Germans blamed Jews for their economic problems.

0- 3 marks

LEVEL 2

Generalised assertions or list style answer about the role of one or two factors in the list.

Example extract: *Scapegoating occurs when a social group gets blamed for something which isn't their fault. It happened to the Jews in Nazi Germany when ordinary Germans blamed Jews for their economic problems. This led to higher rates of anti-Semitism.*

Another example is the way all Muslims get blamed for the actions of a few terrorists after a terrorist attack. This has led to Islamophobia.

In a similar way, the economic problems of Britain get blamed on people who claim benefits. Socialisation can also lead to prejudice if an individual is brought up in a household that is racist or sexist.

4 - 6 marks

LEVEL 3

Shows a more detailed understanding of how 2 factors from the list contribute to prejudice and/or discrimination with appropriate examples.

Example extract: *Scapegoating occurs when a social group gets blamed for something which isn't their fault. It happened to the Jews in Nazi Germany when ordinary Germans blamed Jews for their economic problems. This scapegoating was the result of successful racist propaganda on the part of the Nazis. This led to higher rates of anti-Semitism in society.*

Another example is the way all Muslims get scapegoated for the actions of a few terrorists after a terrorist attack. This was the case after 9/11 in the USA when higher rates of Islamophobia were reported.

Socialisation can also lead to prejudice if an individual is brought up in a household that is racist or sexist. The norms of the family can 'contaminate' the younger members who will probably develop their own racist/sexist attitudes. A study in America found that socialisation

into racist norms could change according to the social setting where mixed race workforce could happily socialise at work but go their separate ways beyond work.

7 - 9 marks

LEVEL 4

Shows a deep/sophisticated understanding of how 2 factors from the list contribute to prejudice and/or discrimination with appropriate examples.

Example extract:

Scapegoating occurs when a social group gets blamed for something which isn't their fault. It happened to the Jews in Nazi Germany when ordinary Germans blamed Jews for their economic problems. This scapegoating was the result of successful racist propaganda on the part of the Nazis which blamed the hyper-inflation and widespread unemployment on 'outsiders' such as the Jews. This led to higher rates of anti-Semitism in society. Another example is the way all Muslims get scapegoated for the actions of a few terrorists after a terrorist attack. This was the case after 9/11 in the USA when higher rates of Islamophobia were reported and the 7/7 terrorist attacks in the UK.

Socialisation can also lead to prejudice if an individual is brought up in a household that is racist or sexist. The norms of the family can 'contaminate' the younger members who will probably develop their own racist/sexist attitudes. A psychology study in America by Pettigrew, found that socialisation into racist norms could change according to the social setting where a mixed race workforce could happily socialise at work but go their separate ways beyond work. Clearly there were 2 specific sets of norms at work and the individuals concerned behaved differently depending on where they were

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 H** identify **two** Millennium Development Goals which have already been met.

[2 marks]

TARGET AO1

One mark each for any two of: Poverty / Water/ H I V and Aids. $2 \times 1 = 2$

14 Using **Source G** and **I** briefly explain **two** causes of the higher maternal mortality rate in LEDCs.

[4 marks]

TARGET AO1

One mark for each simple point as to why the maternal mortality rate is such a problem.

One mark for **development** or **elaboration** of point (including clear example).

E.g. The lack of trained medical staff attending the birth (**1 mark**) This means that any problems arising during the birth will be difficult to solve. (**+1 mark**)

The number of women attending health clinics is low (**1 mark**) this is a particular problem in rural areas (**+1 mark**)

15 'The Millennium Development Goals have made a huge contribution to narrowing the development gap between LEDCs and MEDCs'.
Assess this view using **Source G, H** and **I** 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.

Descriptive statement lifted from source.

Example extract: *The Millennium development Goals consisted of 8 goals which allowed the UN to measure the progress of the rich countries in solving these problems. The end date was 2015.*

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 MDGs were a good attempt to reduce poverty worldwide by setting up measurable goals which were sub-divided into 21 specific targets and 60 indicators. These provided information to the UN about areas of progress.*

However there were problems in measuring this progress such as collecting data from only urban households and leaving out 'Peace and Security' as one of the goals. There were also timelags in the data which meant that some of the data was out of date.

4 - 6 marks

LEVEL 3 **Sound analysis and evaluation**

- The response focuses on the question
- The candidate presents relevant information backed up by information drawn from the sources and/or own studies.
- Evidence from the sources is developed or used effectively to support the argument(s) and/or evaluation.
- The response is likely to display a balanced analysis and at the top of the band will invoke material from the candidates own studies.
- May build to a reasoned conclusion

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

Example extract: *The Millennium Development Goals represented an advance on previous Aid targets which only tended to focus on the 0.7% GNP which LEDCs were supposed to contribute to development.*

The new 8 MDGs were set up to make sure that aid funding could be targeted better. To make sure the MDGs could be monitored, the UN set a final date of 2015 which provided a focus for MEDCs.

However Source E shows that not all these goals were as easy to achieve as others. E.g. While the target to halve the number living in extreme poverty was achieved before 2015 other targets such as cutting the child mortality rate by 2/3 was more difficult. Therefore it is difficult to claim that all the MDGs have made a good contribution to reducing global inequality.

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 an appreciation of the complexity of the issues
- May build to a reasoned and detailed conclusion.

Example extract: *The Millennium Development Goals have provided an effective basis for measuring progress against a wide number of development targets compared to previously. (Source F) The fact that the UN made these goals very specific (21 related targets and 60 indicators) along with clear deadlines meant that for the first time aid was being specifically targeted at the worst problems of development and MEDCs could be held to account.*

However, despite some obvious successes there were problems in both the monitoring of progress as well as the Goals themselves.

For example, as source G suggests, the overall picture could mask failures in particular places. From my own research Sub-Saharan Africa and Southern Asia are significantly off target despite progress elsewhere. Moreover, source G suggests that much of the progress is down to the economic growth of China rather than the MDGs themselves. From my own studies I learned that some goals are missing such as the Goal of peace and security which contribute greatly to development. Similarly, Sustainable Development has been overlooked which is significant because Global warming affects poorer countries more than rich LEDCs.

10 - 12 marks

16 Explain what is meant by ‘colonialism’. Use your own studies to answer.

[2 marks]

TARGET A01

Valid explanation followed by example. (2 marks)

2 marks

E.g. Colonialism is the situation where a country settles and exploits/invades and stays/takes over the running of another country for many years (1 mark).....E.g. India was a colony of the British Empire. (+1 mark)

17 Briefly explain **two** problems created by using tourism as a method to reduce global inequality. Use your own studies to answer.

[4 marks]

TARGET A01

Mark each of the reasons out of 2 marks. (1+1)

One mark for the accurate identification of a problem and the second mark for an appropriate example or development.

E.g. *Sometimes the infrastructure associated with tourism (roads, hotels etc) can cause environmental damage to the natural environment. (1 mark)*

An example would be the disappearance of the mangrove forests in Kenya. (+1 mark)/ This makes a lot of tourist development unsustainable. (+1 mark)

Any valid point developed can be credited.

4 marks

18 Describe and explain how the terms of trade can cause problems for developing countries. Use your own studies to answer.

You should write about **two** of the following:

- barriers to trade
- subsidies
- primary product dependency
- colonialism.

[12 marks]

TARGET AO1, AO2

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

Nothing relevant or worthy of credit

0 marks

LEVEL 1 Some simple statements implying knowledge about the role of one or two factors concerning unfair terms of trade.

Example extract: *Poor countries often have to try and sell their exports on the world market. However, sometimes rich MEDCs put trade barriers like tariffs in the way, which makes their products more expensive.*

1 - 3 marks

LEVEL 2 Generalised assertions or list style answer.

Example extract: *Poor countries often have to try and sell their exports on the world market. However, sometimes rich MEDCs put trade barriers like tariffs in the way, which makes their products more expensive. The use of tariffs has been phased out by the World Trade Organisation but not quickly enough. Also, non-tariff barriers to trade exist. This can include subsidies to MEDC farmers which makes their produce cheaper which is unfair on LEDCs.*

4 - 6 marks

LEVEL 3 Shows more detailed knowledge of the unfair terms of trade and explains them.

For Level 3

- Develops from Level 2 and shows a sound understanding of key terms from both selected bullet points.
- Candidate shows good knowledge and application and explains their argument clearly and precisely.
- May build to a reasoned conclusion.

Example extract: *Poor countries often have to try and sell their exports on the world market. However, sometimes rich MEDCs put trade barriers like tariffs in the way, which makes their products more expensive. The idea is to make the rich MEDCs more competitive than cheaper competition from LEDCs. But this is not fair trade. The use of tariffs has been phased out by the World Trade Organisation but not quickly enough. The WTO was set up in 1995 to promote free and fair trade between countries. However, poor countries have less influence in the WTO.*

Also, non- tariff barriers to trade exist. This can include subsidies to MEDC farmers which makes their produce cheaper which is unfair on LEDCs. These subsidies are affordable in MEDCs but less so in LEDCs.

A further factor is the concentration of LEDCs in the primary sector which means they get lower prices for agricultural produce and raw materials compared to MEDCs which are able to dominate the more profitable secondary sector.

7 - 9 marks

LEVEL 4

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

- A range of points
- A sustained focus on the question
- Draws widely from own knowledge/studies and makes links where appropriate
- Own studies relevantly and accurately
- Shows an appreciation of the complexity of the issues
- May build to a reasoned and detailed conclusion.

Example extract: Unfair terms of trade used by richer MEDCs include tariff barriers, subsidies and unfair voting rights inside the World Trade Organisation.

Poor countries often have to try and sell their exports on the world market. However, sometimes rich MEDCs put trade barriers like tariffs in the way, which makes their products more expensive. The idea is to make the rich MEDCs more competitive than cheaper competition from LEDCs. But this is not fair trade. The use of tariffs has been phased out by the World Trade Organisation but not quickly enough. The WTO was set up in 1995 to promote free and fair trade between countries. The idea of free trade was first put forward by the Scottish philosopher, Adam Smith in his 'Wealth of Nations'.

Also, non- tariff barriers to trade exist. This can include subsidies to MEDC farmers which makes their produce cheaper which is unfair on LEDCs. The effect of subsidies is to make MEDC products relatively cheaper than the LEDC and can lead to the absurd situation that countries like Haiti can end up importing products from the USA like rice which is historically one of their staple exports.

The WTO should deal with issues like this but votes are awarded on the basis of a country's share of world trade. This favours powerful countries like the EEC members and the USA who want to preserve the status quo. A further factor is the concentration of LEDCs in the primary sector which means they get lower prices for agricultural produce and raw materials compared to MEDCs which are able to dominate the more profitable secondary sector.

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 J identify **two** economic pressures which result from the health problems of an ageing population.

[2 marks]

TARGET AO1

Any two from: More accidents/illnesses which the NHS must find the funds to treat/More funding required to research into age-related conditions/ Less money to treat other sections of the population (or any other valid point derived from source G), pressure to use life savings to pay for care.

2 marks

20 Using **Source K** and **L** explain **two** ways that the NHS and Social Care arrangements for dementia sufferers could be seen as unfair.

[4 marks]

TARGET AO1

Up to 2 marks for identification of 'unfair' factors. Further potential 2 marks for development of each point.

E.g. Dementia is not funded in the same way as other health issues like cancer. (1 mark) As a result many sufferers families have to find the money themselves. (+1 mark)

Many sufferers have had to pay twice for their care. (1 mark) They paid taxes all their life and have to pay again for their care costs. (+1 mark)

Many family members have had to become unpaid carers (1 mark) and despite saving the government £11.6 billion they receive no compensation for this. (+1 mark) 2 marks

21 'An ageing population will inevitably create a crisis of healthcare for UK families.'

Assess this view using **Sources J, K** and **L** and your own studies.

[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 and clear conclusion

Example extract: *The rising number of old people are placing a great strain on the NHS because many will get ill and develop dementia. The source tells us that the number of people over 85 is set to double. Some will have to sell their house to pay for their care.*

1 - 3 marks

LEVEL 2

Simple explanation, using at least one of the sources and/or own studies

- Evidence from the source(s) is presented rather than developed
- The answer may build to a simple but clear conclusion
- At the lower end of the band the answer may be one-sided.
- At the top of this band the answer will possible include some potential solutions drawn from the sources.

Example extract: *The demographic crisis is a sort of time bomb because, according to the source, the most common chronic conditions are set to increase massively over the next 10-15 years. The problem is how society is going to fund the health and social care costs and how families of dementia sufferers can possibly afford the care that they unfairly have to cover.*

However, the second source does suggest ways in which this crisis for families might be reduced. E.g. The source mentions the various ways the government could find more money including.....

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.
- The answer is likely to explore both sides effectively.
- May build to a reasoned conclusion

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

Example extract: *Families in the UK are facing a demographic time bomb which in turn is creating a financial crisis because, as the source points out, half of those born after 2007 will now live to over 100. The financial crisis is because of the rules governing health care costs mean that problems like dementia are not funded by the NHS and families will have to foot the bill.*

This is regarded as unfair by the Alzheimer's Society who point out that many of these older people will have to pay twice for their care as they have previously paid taxes. The Charity also pointed out that these families are effectively paying two thirds of the £26 billion costs of dementia care. It was pointed out that some sufferers are having to sell their house to cover the costs of care.

However, various proposals have been put forward to try to deal with this financial crisis confronting both families and society. Some of these involve raising funds for alternative sources (raising taxes, reducing the welfare bill etc). Others suggest the sufferers of dementia should have their costs deferred or capped at a certain level.

From my own studies I have found that.....

7 – 9 marks

LEVEL 4

Reasoned and detailed analysis and evaluation

The answer contains some or all of the following points.

- A range of points
- A sustained focus on the question
- Draws widely from source material and makes links where appropriate
- Uses own studies relevantly and accurately
- Shows an appreciation of the complexity of the issues
- May build to a reasoned and detailed conclusion

Example extract: *Example extract: Families in the UK are facing a current and future demographic time bomb which in turn is creating a financial crisis for both individual families and society generally. This is because, as the source points out, half of those born after 2007 will now live to over 100. Moreover, as Source H points out the numbers of people developing dementia is set to rise from 850,000 to 2 million by 2051. The financial crisis affects sufferers families particularly because the rules governing health care costs mean that problems like dementia are not funded by the NHS and families will have to foot the bill. This is regarded as unfair by the Alzheimer's Society who point out that many of these older people will have to pay twice for their care as they have previously paid taxes. The Charity also pointed out that these families are effectively paying two thirds of the £26 billion costs of dementia care. It was pointed out that some sufferers are having to sell their house to cover the costs of care.*

However, various proposals have been put forward to try to deal with this financial crisis confronting both families and society. Some of these involve raising funds for alternative sources (raising taxes, reducing the welfare bill etc). Others suggest the sufferers of dementia should have their costs deferred or capped at a certain level. A difficult issue is whether younger taxpayers should again bear the costs of the older generation who unlike younger people, at least lived at a time where mortgages were affordable and have assets like houses to sell. Some might argue that the older generation should foot the bill. From my own studies I have found that 9/10 of councils are having to ration social care so the problem is very serious. The Government has proposed that NHS staff should be better trained to deal with Alzheimers and The Care Act 2015 made 33.8 billion available to help with the issue but the crisis is difficult to resolve.

10 – 12 marks

- 22** Explain what is meant by 'child-centred families'?
Use your own studies to answer.

[2 marks]

TARGET A01

Sound definition (1 mark) Development/eg (+1 mark)

E.g. A child-centred family is one in which the needs of the child are given a higher priority/greater focus. (1 mark)

This might involve more leisure activities/separate TV channels/More rights. (+1 mark)

2 marks

- 23** Briefly explain **two** changes that have affected the traditional gendered division of labour within families. Use your own studies to answer.

[4 marks]

TARGET A01

1 Mark - for identifying valid changes which have impacted on the division of labour within the family. Max 2

E.g. The rising number of househusbands (1). The increasing number of older children who remain living at home (1). The rise in single-parent families (1). The higher rate of same sex cohabitation (1)

Additional 1 mark for development of each point (as to how the change impacts on the division of labour):

..... which means that the man not the women would be responsible for the household chores (+1)

The rising number of househusbands (1) means that males not females may take on the main responsibility for domestic chores (+1)

The rise in same sex cohabitation (1) represent a change from the traditional male/female division of labour (+1)

(4 marks)

24 Describe and explain how **two** factors have influenced the development of the family in the UK. Use your own studies to answer.

You should write about **two** of the following:

- religious beliefs
- social class
- the media
- Government policy and/or the law.

[12 marks]

TARGET AO1, AO2

Nothing relevant or worthy of credit

0 marks

LEVEL 1 Simple statements and assertions

- May not have full understanding of the meanings or significance of key terms
- May build to simple conclusion

Example extract: Religion can influence a family because it could make a person marry. It could influence their attitude towards a gay sibling....

1 - 3 marks

LEVEL 2 Descriptive or list style answer

- Develops from level 1 and shows an understand of key terms on at least one bullet point. The answer will show how religion impacts upon family life though the answer will more likely be descriptive rather than analytical.

Example extract: *Religion can influence a family because it could make a person marry rather than cohabit. It could influence their attitude towards a gay sibling because homosexuality is frowned upon in many religions. E.g. Muslim, Catholic.*

Another way Religion can influence family life is in diet. Many Muslim or Jewish families will not eat pork or insist on slaughtering the animal in a particular way.

The Media can influence family life because it could westernise many Asian young people who could resist their parents ideas about, say, arranged marriage.....

4 - 6 marks

LEVEL 3 Sound explanation

- Develops from Level 2 and shows a sound understanding of key terms from both selected bullet points.
- Candidate shows good knowledge and application and explains their arguments clearly and precisely.
- May build to a reasoned conclusion

Example extract: *Religion can influence many aspects of family life including attitudes to marriage and homosexuality. Eg it could make a person marry rather than cohabit because marriage is considered a sacred institution and the only rightful place to have sexual relations. It could also influence their attitude towards a gay sibling because homosexuality is frowned upon in many religions. E.g. Muslim, Catholic.*

The Media too can influence family life because it could socialise many Asian young people who could resist their parents ideas about, say, arranged marriage. As a source of secondary socialisation, the media can shape the values of the family towards consumerism.

In summary, there are many external influences on family life today with religion and the media among them.

7 - 9 marks

Level 4 reasoned and detailed explanation

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

- A range of points
- A sustained focus on the question
- Draws widely from own knowledge/studies and makes links where appropriate
- Own studies used relevantly and accurately
- Shows an appreciation of the complexity of the issues
- May build to a reasoned and detailed conclusion.

Example extract: Religion can influence many aspects of family life including attitudes to marriage and homosexuality. Eg it could make a person marry rather than cohabit because marriage is considered a sacred institution and the only rightful place to have sexual relations . It could also influence their attitude towards a gay sibling because homosexuality is frowned upon in many religions. Eg Muslim, Catholic

Another way Religion can influence family life is in diet. Many Muslim or Jewish families will not eat pork or insist on slaughtering the animal in a particular way. Eg Halal Meat in the Muslim religion.

The Media too can influence family life because it could westernise many Asian young people who could resist their parents ideas about, say, arranged marriage. In the past children would simply have accepted their parents authority on such matters. As a source of secondary socialisation, the media can shape the values of the family towards materialistic things via advertising etc.

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	<p>Using Source M state:</p> <p>(i) How many accidents at work were recorded in 2011/12.</p> <p>(ii) How many absences of four days or more were recorded in 2010/11.</p> <p style="text-align: right;">[2 marks]</p>
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TARGET AO1

Answer: (i) 600,000 (ii) 200, 000

One mark for each

2 marks

26	<p>Using Sources M and N briefly explain two ways that the Health and Safety Executive monitor the safety of workers in the workplace. (4 Marks)</p>
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TARGET AO1

Up to 2 marks for identifying:

workplace **inspections (1 mark) /recording** of absences and accidents at work (1 mark)

Additional development marks where appropriate:

Example extract:

Workplace inspections can identify unsafe environments such as in 2011 in which 603 construction sites which had to be immediately closed. (1 mark)

The recording of accident statistics helps monitor whether workplace safety is getting better or worse over time. (+1 mark)

4 marks

- 27** ‘Changes to the Health and Safety Laws in 2011 were necessary reforms’. Assess this view using **Sources M, N, and O** 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 or list of facts.

Example extract: *Health and Safety laws protect the workers by making employers keep them safe. Employers can get punished with fines or imprisonment if they ignore the warnings.*

1 - 3 marks

LEVEL 2 Descriptive answer in which evidence from the sources and/or own studies is presented but not developed.

Example extract: *The sources describe how Health and safety regulations had to be changed by the government because they were placing too much pressure/bureaucracy on employers. Also, the rise of the ‘compensation culture’ was another pressure on business. The last source explains how the health and Safety laws are turning into a ‘monster’ for business to deal with.*

However, the Unions are opposed to these changes because these changes could lead to more deaths and accidents. Some workplaces won’t even get inspected any more.

4 - 6 marks

LEVEL 3 Sound analysis and evaluation

- This level of response builds on the previous level and is characterised by a stronger focus on the question.
- The candidate presents an argument well supported by information and arguments from the sources and own studies.
- The response begins to explore the pros and cons of the reforms to the Health and Safety laws and may highlight alternative viewpoints.
- May use good knowledge from own studies to demonstrate the efficacy or otherwise of Health and Safety Legislation
- May build a reasoned conclusion

Note Maximum 8 marks if the student uses only the sources

Example extract: *In Source A the need for health and safety laws are clearly laid out and the punishments for ignoring these laws are described. This clearly offers protection to workers. The numbers of accidents in the workplace are monitored carefully, including the number of days lost due to accidents and this enables the government to see whether Health and safety is getting better or worse. This suggests the statement in the question is wrong.*

However, we can also see that the Health and Safety laws also create a bureaucratic nightmare for employers and businesses leading the Prime minister to argue it's turned into a "monster". (Source D) Other spokespeople suggest there is a compensation culture emerging and that must mean that businesses are spending too much energy trying to create perfectly safe environments. This point of view would support the statement in the question.

The Trade unions though argue that the 2011 reforms have created dangers for workers and suggest that the Government is putting profits before workers safety.

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 source materials and make links where appropriate
- Uses own studies relevantly and accurately
- Shows an appreciation of the complexity of the issues
- May build to a reasoned and detailed conclusion

Example extract: *The Government and businesses presumably agree with the statement because they allow businesses to operate more efficiently without having to deal with the 'tide of assessment forms' mentioned by the prime minister in source D. In addition, the reforms to the Health and safety Act in 2011 also reduce the number of claims for compensation. From my own studies I learnt that Postmen and women attacked by dogs, (6,000 last year) will no longer be entitled to compensation and other minor injuries will no longer be covered by the Criminal Injuries Compensation Scheme, which would be beneficial to employers, reducing their liability.*

Naturally, these reforms would be opposed by workers and their Trade Unions. They would be dismayed at the cut by a third of unannounced inspections and the exemption of schools and offices from health and Safety inspections. They would have noticed the rise in accidents at work after 2011 (in source A) suggesting that workplaces might be becoming less safe. Source D also provides evidence that negligence claims have actually dropped by 63% over the last 10 years. This may indicate that the Health and Safety Laws have been doing a good job. It also challenges the claim that the UK is in the grip of a compensation culture.

In summary, the reforms to the law are beneficial to employers but workers may feel that their protection under the law has been reduced.

10 - 12 marks

28 Give **two** benefits of work experience. Use your own studies to answer.

[2 marks]

TARGET A01

Any two relevant point's e.g. Young people can learn about the culture/expectations of the workplace. / Young unemployed can gain confidence in their own abilities. / can learn how to work in a team. (1 mark each)

2 marks

29 Briefly explain **two** economic effects of inward migration into the UK. Use your own studies to answer

[4 marks]

TARGET AO1

Up to 2 marks for identifying 2 relevant economic effects. Further mark for each suitable development.

Example extract:

New skilled migrants can boost the economic productivity of the UK by supplying shortage skills./They might lower the average wages of the workforce if they work for below the minimum wage./ **(1mark)**

2 marks

Up to two additional marks for suitably developing the point.

E.g. These skills might be difficult to locate in the British workforce. (+1)

These lower wage levels might make the British workers resentful as it could lead to unemployment (+1)

These lower wages could reduce the costs of goods or services for consumers. (+1)

2 marks

30 Describe and explain whether higher pay and fewer hours always improves a worker's job satisfaction. Use your own studies to answer.

You should write **two** of the following:

- extrinsic and intrinsic rewards
- standard of living
- social status
- leisure time

[12 marks]

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

TARGET AO1, AO2

Nothing relevant or worthy of credit

0 marks

LEVEL 1 Simple statements and assertions

- May not have full understanding of the meanings or significance of key terms
- May build to a simple conclusion

Example extract: Higher pay means you can afford a higher standard of living. It also means the worker feels more valued. Fewer hours means the worker is less stressed.

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. The answer will likely describe how extrinsic rewards can lead to greater job satisfaction though the answer will more likely be descriptive rather than analytical.

Example extract: Higher pay may allow the worker to enjoy greater consumer power and this may bring satisfaction as the worker enjoys all the things that money can buy.

However, this might depend on how high or low the wages were to start with. On the other hand, simply raising wages and holiday leave may not make the job itself satisfying. The improvements may simply make the boring job more bearable.

4 - 6 marks

Level 3 Sound explanation

- Develops from Level 2 and shows a sound understanding of key terms from both selected bullet points.
- Shows good knowledge and application and explains their arguments clearly and precisely.
- May build to a reasoned conclusion

Example extract: A workers conditions of service (pay and holidays) can potentially lead to a sense of job satisfaction but that might be because higher pay and holidays tend to be associated with more interesting jobs anyway. For example, being a doctor or a teacher are interesting occupations and are reasonably well paid and have holidays above the national average.

However, jobs like this are quite stressful and there are shortages, despite the extrinsic rewards. This would suggest that the job satisfaction, where jobs are rewarding in themselves, has little to do with pay and holidays in some cases.

7 - 9 marks

Level 4 reasoned and detailed explanation

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

- A range of points
- A sustained focus on the question
- Draws widely from own knowledge/studies and makes links where appropriate. For example, the candidate might recognise there might be a ceiling to the amount of job satisfaction that can be achieved irrespective of pay and holidays.
- Own studies relevant and accurate
- Shows an appreciation of the complexity of the issues. May build to a reasoned and detailed conclusion.

Example extract: *The relationship between extrinsic rewards and job satisfaction (intrinsic rewards) is not always straightforward.*

A workers conditions of service (pay and holidays) can potentially lead to a sense of job satisfaction but that might be because higher pay and holidays tend to be associated with more interesting jobs anyway. For example, being a doctor or a teacher are interesting occupations and are reasonably well paid and have holidays above the national average.

However, jobs like this are quite stressful and from my research I have learned that there are recruitment shortages, despite the extrinsic rewards. This would suggest that the job satisfaction, where jobs are rewarding in themselves, has little to do with pay and holidays, in some cases.

However, I have also learned that some jobs have gradually increased pay, as the worker gains more experience. It's difficult to imagine a worker feeling less satisfied when they get a pay rise.

On the other hand, it's difficult to imagine a worker being satisfied if they feel they are being overworked and underpaid. This situation would lead to them feeling devalued and lacking in social status. Similarly, if a Premier League footballer on high wages learns that he is the lowest paid member of the team, he would probably feel demoralised. Relative to the others he is low paid!

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

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(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