

Humanities

General Certificate of Secondary Education

Unit **B031**: Cross-curricular themes

Mark Scheme for June 2012

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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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Annotations

| Annotation | Meaning |
|--|-----------------------------|
|  | Correct response. |
|  | Incorrect response. |
|  | Benefit of the doubt given. |
|  | Information omitted. |
|  | Unclear. |
|  | Level 1. |
|  | Level 2. |
|  | Level 3. |
|  | Level 4. |
|  | Not answered question. |
|  | Development. |
|  | Irrelevant. |

| Question | | | Answer | Marks | Guidance |
|----------|-----|------|--|-------|---|
| 1 | (a) | (i) | Adversarial system – Prosecution V Defence. Presumed innocent until proved guilty beyond reasonable doubt. Takes place in open court. Jury decide guilt or innocence. Judge controls proceedings, advises jury and gives punishment. | 3 | Specific references to Human Rights should be rewarded – generic statements should not. If examples are given reward these. If only a list of examples maximum 1 mark. |
| | | (ii) | Can be against conviction or sentence or both. Against conviction whole case heard again. Can lead to increase in sentence, reduction, no change or acquittal. | 3 | Specific references to Human Rights should be rewarded – generic statements should not. If examples are given reward these. If only a list of examples maximum 1 mark. |
| | (b) | (i) | Freedom of speech. Right to a private life. | 2 | |
| | | (ii) | Something is not true. Dangerous to National Security. Dangerous to someone's safety. | 2 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| (c) | <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 social cohesion, focuses on one of the prompts e.g. different racial groups tend to live in the same area/more ethnic minorities live in large cities.</p> <p>To reach the top of the level the 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> <p>Level 2 [3-5 marks]: Candidate writes about more than one aspect of the issue.</p> <p>The impact of geographical distribution of minority groups: ethnic groups concentrated in England/large urban areas e.g. London and W Midlands/few in N East or S West/ can exacerbate problems in densely populated areas/ lack of understanding in other areas/Midsommer murders controversy.</p> <p>The impact of multiculturalism: multicultural approach can produce good results/may produce racism/many aspects now seen as British are imported by ethnic groups/damage to 'British way of life'/ what is 'British way of life?'</p> <p>The impact of different ethnic groups leading separate lives: if different groups live completely separately will society split/need for common identity to make society work/shared values and beliefs To reach top of level candidates will clearly comment on at least two prompts.</p> <p>The idea of national identity: Britain has confused view on national identity/made up of four distinct nations/ higher proportion of ethnic minorities identify as British than white majority/support for sporting teams.</p> | 10 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>Text is readable, there are mistakes in spelling grammar and punctuation; comprehension of meaning is largely clear.</p> <p>Level 3 [6-8 marks]: Candidate writes about at least three of the prompts around social cohesion.</p> <p>Will build on the type of information in Level 2 but will develop the answer by identifying the interrelated nature of the statements which each contribute to social cohesion.</p> <p>To reach top of the level candidates will comment on reason 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 how cultural diversity can affect social cohesion.</p> <p>To reach top of the level candidates will reach a personal conclusion e.g. all four prompts are considered and relative weight is given to each.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p> | | |

| Question | | | Answer | Marks | Guidance |
|----------|-----|------|---|-------|--|
| 2 | (a) | (i) | Service sector/largest sector. Providers of services to industry and individuals. Wholesalers and retailers. Health, education, transport, financial services. Personal services e.g. hairdressing. | 3 | If examples are given reward these. If only a list of examples maximum 1 mark. |
| | | (ii) | Buying and selling on internet. Large growth last 10 years. Companies –more cost effective than shop-sales nationally, internationally rather than local. Impact on existing high street traders. Customers easier shopping from home at any time. Some customers dislike impersonal nature. | 3 | If examples are given reward these. If only a list of examples maximum 1 mark. |
| | (b) | (i) | Health and safety risks properly controlled. Provided with personal protective and safety equipment. | 2 | Answer must relate to employees. |
| | | (ii) | Make the workplace safe. Prevent risks to health. Ensure plant and machinery is safe. | 2 | Answer must relate to employers. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| (c) | <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 advantages and disadvantages of external investment e.g. it brings money to poor countries/provides employment.</p> <p>To reach the top of the level the 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> <p>Level 2 [3-5 marks]: Candidate writes about more than one aspect of the issue.</p> <p>The short-term and long-term benefits of external investment for LEDCs: LEDCs generally welcome investment because/it creates jobs/uses local resources such as labour and land/local companies supply/improves the local infrastructure/longer term/MNCs are concerned about profit not the host/withdrawal can lead to problems.</p> <p>The development of skills and transfer of technology in LEDCs: Investment brings new ideas/techniques/training and skills provided/more skilled labour/attract more investors.</p> <p>The power and influence of MNCs over the Government of LEDCs: Many MNCs have more economic power than the local government/can ignore local laws/export high wage jobs from MEDCs to low wage jobs in LEDCs/perpetuates world poverty/child labour.</p> <p>The impact of globalisation on the world environment: Exploitation of natural resources/increased carbon footprint/shipping goods long distances.</p> <p>To reach top of level candidates will clearly comment on at least two prompts.</p> | 10 | The question specifically refers to MNCs, references to charities should only be rewarded if it is relevant to the problems/benefits connected to MNCs. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>Text is readable, there are mistakes in spelling grammar and punctuation; comprehension of meaning is largely clear.</p> <p>Level 3 [6-8 marks]: Candidate writes about at least three of the prompts around the issue.</p> <p>Will build on the type of information in Level 2 but will develop the answer by identifying the interrelated nature of the statements which are about the advantages and disadvantages of MNCs investing in LEDCs.</p> <p>To reach top of the level candidates will comment on reason 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 how MNCs can advantage and disadvantage LEDCs through investment.</p> <p>To reach top of the level candidates will reach a personal conclusion e.g. all four prompts are considered and relative weight is given to each.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p> | | |

| Question | | | Answer | Marks | Guidance |
|----------|-----|------|---|-------|---|
| 3 | (a) | (i) | An organisation of people who support the same idea and try to get government/business/society to support their idea. Can push a variety of issues or single issue. Most use persuasion some use violence. Their power lies in specialist knowledge. Tactics run from letters to mass demonstrations. | 3 | Who are they? What do they want? How do they try to achieve it? |
| | | (ii) | Climate change is natural most happened before humans. Is current change natural or result of human activity. Industrial Revolution from 1750. Industrialisation. Urbanisation. Fossil Fuels. Deforestation. | 3 | Positive impacts can be rewarded if relevant e.g. conservation. |
| | (b) | (i) | Change in amounts of greenhouse gases/aerosols in atmosphere. Climate change/this change can lead to warming and/or cooling of climate (not both). | 2 | Gases should be specified not general statement. |
| | | (ii) | IPCC reports based on unprovable assumptions about the future. Produced by computer models not adequate for the job. Climate has changed naturally before. | 2 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| (c) | <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 one of the prompts e.g. people living in cities use more power/transport around cities increases CO₂.</p> <p>To reach the top of the level the 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> <p>Level 2 [3-5 marks]: Candidate writes about more than one aspect of the issue.</p> <p>The changes to individual and community lifestyles: Most urban growth in LEDCs/many poor people in cities live without proper shelter or basic services/predicted 23 cities with population of 10m+/19 will be in LEDCs.</p> <p>The changes in working patterns: LEDCs high primary (farming)/little farm machinery/little manufacturing/early stages of economic development/informal service sector in cities/NICs strong manufacturing sector/transnational's move to NICS/cheap land and labour/MEDCs farming mechanised/automation of manufacturing/strong tertiary sector/growth of jobs in knowledge economy.</p> <p>The impact of industrialisation: Major growth in atmospheric CO₂ in industrial era/result of large scale use of fossil fuels/to power Industrial Revolution/slow start/speeded up in 20thC/result increase in global temperatures.</p> <p>The impact of increasing demand for energy: Cities use three quarters of total energy/emit 80% of greenhouse gas.</p> | 10 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>50% caused by urban transport/50% caused by heating and cooling peoples homes/cities need to be built differently/ energy supply and use need to change/reduce emissions.</p> <p>To reach top of level candidates will clearly comment on at least two prompts.</p> <p>Text is readable, there are mistakes in spelling grammar and punctuation; comprehension of meaning is largely clear.</p> <p>Level 3 [6-8 marks]: Candidate writes about at least three of the prompts about the effects on the pace of climate change.</p> <p>Will build on the type of information in Level 2 but will develop the answer by identifying the interrelated nature of the statements which each contribute to the pace of climate change.</p> <p>To reach top of the level candidates will comment on reasons 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 how urbanisation affects the pace of climate change.</p> <p>To reach top of the level candidates will reach a personal conclusion e.g. all four prompts are considered and relative weight is given to each.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p> | | |

| Question | | | Answer | Marks | Guidance |
|----------|-----|------|---|-------|----------|
| 4 | (a) | (i) | Having unlimited power and authority. Used to describe the power of gods. Linked with omnipresent – everywhere. Linked with omniscient – all knowing. God is absolute perfection. | 3 | |
| | | (ii) | The sky or universe as seen from the earth. The home of God, the angels, and the souls of those who are good and are granted salvation. An eternal state of living with God. Any of the places believed to be the homes of divine beings in various religions. | 3 | |
| | (b) | (i) | It brings out the best in people. It is a test. The promise of a better life after death. Free will. | 2 | |
| | | (ii) | Belief in heaven and hell. Release from the endless cycle of death and rebirth. Judaism has little to say about life after death. | 2 | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|--|
| (c) | <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 one of the prompts e.g. Christians and Muslims do not accept sex outside marriage/adultery is totally unacceptable to both.</p> <p>To reach the top of the level the 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> <p>Level 2 [3-5 marks]: Candidate writes about more than one aspect of the issue.</p> <p>Attitudes towards sex outside marriage: Christians generally consider it wrong/RC most definite/some protestant groups more tolerant/Muslims clear that sex can only exist inside marriage/all other religions forbid sex before marriage.</p> <p>Attitudes towards cohabitation instead of marriage: All with the exception of some protestant groups forbid it/the protestant groups see it as a step on the road to marriage/Islam does not allow couples who are not married to have any privacy.</p> <p>Attitudes towards adultery: All strongly opposed/specifically forbidden in Judaism as one of the 10 commandments/the Qur'an forbids it and it is punishable by flogging.</p> <p>Attitudes towards promiscuity: Similar attitudes to adultery across the board.</p> <p>To reach top of level candidates will clearly comment on at least two prompts.</p> | 10 | Candidates should refer to both religions studied to access higher levels. |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>Text is readable, there are mistakes in spelling grammar and punctuation; comprehension of meaning is largely clear.</p> <p>Level 3 [6-8 marks]: Candidate writes about at least three of the prompts and link it to religions role in guiding sexual behaviour.</p> <p>Will build on the type of information in Level 2 but will develop the answer by identifying the interrelated nature of the different prompts.</p> <p>To reach top of the level candidates will comment on reason 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 religious attitudes about human sexual relationships.</p> <p>To reach top of the level candidates will reach a personal conclusion e.g. all four prompts are considered and relative weight is given to each. A comment on the authority of religion to continue to prescribe behaviour that many non-religious people see as perfectly acceptable could be expected.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p> | | |

| Question | | | Answer | Marks | Guidance |
|----------|-----|-------|---|-------|---|
| 5 | (a) | (i) | To provide a comprehensive system "from cradle to grave" of social insurance and health care. | 1 | |
| | | (ii) | Poverty is unavoidable. Poverty is the result of social unfairness. | 2 | |
| | | (iii) | Personal Independence Payment. | 1 | |
| | | (iv) | The poorest families. People taken out of poverty. Disabled people. Children. | 2 | Any two from list = 2 marks. If data is used to expand on one from the list = 2 marks. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|---|
| (b) | <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 Documents to help construct their answer.</p> <p>To reach the top of the level the 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> <p>Level 2 [3-4 marks]: Candidates draw some relevant information from the Documents, 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 Documents and quote it in context to support their argument throughout their answer.</p> <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]: Candidates offer a simple statement in relation to the question e.g. you should not give money to people who wont work/there are too many benefit fraudsters.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p> | 14 | To record levels for this question please indicate level for AO2 on the left hand side of the candidates' script. Record level for AO1 underneath this. |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>Level 2 [3-4 marks]: Candidates either give developed examples of at least two of the prompts or a more generalised statement touching on most of the prompts.</p> <p>The idea of the undeserving poor: Document E shows contrast between UK and Europe/UK concerned that some people make themselves deliberately poor/Europe accepts some people will be poor does not look into why.</p> <p>The attitude towards poverty: Advantage of state intervention is that it provides safety net for all/disadvantage is the financial cost to people who might never receive any benefits/may wish to support those in real need/are also obliged to support the idle.</p> <p>The problem of fraud: Document F a proper system of checking to avoid fraud/new powers to tackle fraud/UK still concerned that only those who need/deserve help get it.</p> <p>The principle of universal entitlement: Document E this was aim/never been fully realised/entitlement at low level. Document F reform of benefits system to make work pay/no one to better off not working than working/welfare for those who can not work not for those who will not work.</p> <p>Text is readable, there are mistakes in spelling grammar and punctuation; comprehension of meaning is largely clear.</p> <p>Level 3 [5-6 marks]: Candidates attempt to give a developed account which should include at least three of the prompts developed in Level 2. Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 4 [7-8 marks]: Candidates make a valid and developed explanation in response to the question and may make a decision or develop a conclusion supported by argument.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p> | | |

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