

GCSE

Humanities

Unit **B031**: Cross-curricular themes

General Certificate of Secondary Education

Mark Scheme for June 2014

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

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

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	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/Indicative Content	Marks	Guidance	
				Content	Levels of response
1	(a)	(i) State <u>three</u> facts about: Human rights. The denial of accepted human rights such as: Life. Liberty. Freedom of Speech. Freedom of Conscience. The negation of these rights by discrimination, torture, imprisonment and death The oppression of those who seek to assert human rights	3	Responses must relate to the specific content of the mark scheme. Vague general statements should not be rewarded. If examples are listed the maximum mark available is 1.	
		(ii) Human rights legislation. Universal Declaration of Human Rights. European Convention on Human Rights. The Human Rights Act 1998 when it was passed or 2000 when it came into effect.	3	Responses must relate to the specific content of the mark scheme particularly the requirement to identify appropriate legislation. Vague general statements should not be rewarded	
	(b)	(i) From Document A state the different standards of proof needed in criminal and civil courts. Civil court – Balance of Probability. Criminal court Beyond reasonable doubt.	2	Responses must relate to the text of the document.	

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	(ii)	<p>From Document A state any other <u>two</u> differences between Criminal Law and Civil Law.</p> <p>Civil: Concerned with rights and duties. County Court or High Court. Punishment = compensation. 1 mark for any one of the above.</p> <p>Criminal: Concerned with law and order Magistrates Court or Crown Court Punishment = prison, fine etc. 1 mark for any one of the above</p>	2	Responses must relate to the text of the document.	
	(c)	<p>The way in which law is made in the UK Parliament can take a long time. This seems to make it more complicated than necessary.</p> <p>Explain why Parliament is content to let this process carry on.</p> <p>The importance of making laws which do what Parliament wants: The parliamentary process is long winded/it concentrates on making sure that the bill says exactly what it is supposed to say/this is done particularly in committee/better a drawn out process than bad laws.</p>	10	<p>There are two criteria which are crucial in the mark scheme.</p> <p>1. How many of the bullet points has the candidate responded to? This identifies the appropriate level.</p> <p>2. How effectively has the candidate done this? This identifies the appropriate mark within the level.</p>	<p>Level 4 (9–10 marks) Candidate writes a comprehensive evaluation of how law is made.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p> <p>Level 3 (6–8 marks) Candidate writes about at least three of the prompts around making law.</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 describing the process of making law.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<p>The role of the Government in making laws: The government is the prime mover of legislation/implements its election promises/usually green paper and or white paper before drafting bill/ not necessary.</p> <p>The role of the House of Commons and the House of Lords in making laws: Commons is most important part of Parliament/the elected house/process the same in both houses/MPs can put forward amendments to the bill/these can be accepted/Lords can introduce legislation but is really a checking body/can make amendments/ Commons would have to agree/can refuse law/will be overridden by Commons after time delay.</p> <p>The role of the Monarch in making laws: All legislation needs royal assent to become law/largely a rubber stamp/ refusal would put monarchy in jeopardy/Monarch has influence/weekly meeting with PM.</p>		<p>Level 4 (9–10 marks) 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>Level 3 (6–8 marks) To reach top of the level candidates will comment on reason in depth.</p> <p>Level 2 (3–5 marks) To reach top of level candidates will clearly comment on at least two prompts.</p> <p>Level 1 (1–2 marks) To reach the top of the level the candidate must attempt to develop the example used.</p>	<p>Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 2 (3–5 marks) Candidate writes about more than one aspect of the issue.</p> <p>Text is readable, there are mistakes in spelling grammar and punctuation; comprehension of meaning is largely clear</p> <p>Level 1 (1–2 marks) Candidate offers general assertion about making law focusing on one prompt e.g. the role of the Monarch in making laws.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult</p> <p>(0 marks) No evidence submitted or response does not address the question.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2	(a)	(i) State <u>three</u> facts about: Money management. Budgeting. Income and expenditure. Cost Benefit Analysis. Saving.	3	Responses must relate to the specific content of the mark scheme. Vague general statements should not be rewarded. If examples are listed the maximum mark available is 1. Candidates who use responses from financial products must not be rewarded for it in this question.	
		(ii) Financial products. Bank Accounts – Current and Savings. Debit and Credit Cards. Personal loans. Store cards and Hire Purchase. Mortgages.	3	Responses must relate to the specific content of the mark scheme. Vague general statements should not be rewarded. If examples are listed the maximum mark available is 1.	
	(b)	(i) From Document B state <u>two</u> positive effects on people of working. To be creative To live. To feel useful/good about yourself To make a difference. Friendship/social interaction/partner. Status Earning money	2	Responses must relate to the text of the document.	

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	(ii)	<p>From Document B state <u>two</u> negative effects on people of working.</p> <p>Low pay can affect a sense of achievement or importance. Not allowed to achieve ambitions. Some people unsociable. Low status jobs.</p>	2	Responses must relate to the text of the document.	
	(c)	<p>Most contracts of employment do not need to be in writing to be legally valid. However, writing down the terms and conditions of the contract will help prevent disagreements.</p> <p>Explain why a contract is important for the employer and the employee.</p> <p>The written terms that should appear in a contract: This must include the job/the sick pay entitlement/pay/pensions/hours/notice and dismissal/ holidays/disciplinary procedures.</p> <p>The implied terms which apply but are not written in a contract: Not negotiated but are expected to be implied/duty of trust – confidentiality of employers business and employees details/duty of care – safe working environment employees works safely/ obey reasonable instructions – not</p>		<p>There are two criteria which are crucial in the mark scheme.</p> <p>1. How many of the bullet points has the candidate responded to? This identifies the appropriate level.</p> <p>2. How effectively has the candidate done this? This identifies the appropriate mark within the level.</p> <p>Level 4 (9–10 marks) 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>Level 3 (6–8 marks) To reach top of the level candidates will comment on reason in depth.</p>	<p>Level 4 (9–10 marks) Candidate writes a comprehensive evaluation of contracts of employment.</p> <p>Text is clearly readable spelling, grammar and punctuation is accurate; meaning is very clear.</p> <p>Level 3 (6–8 marks) Candidate writes about at least three of the prompts around contracts of employment.</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.</p> <p>Text is clearly readable, spelling, grammar and punctuation are largely accurate; meaning is clear.</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>expect to be given unreasonable ones.</p> <p>The way the terms of a contract may be changed: By agreement and negotiation/employer cannot arbitrarily change terms/ employee would have a grievance if this was done.</p> <p>The way disputes over contracts may be settled: May be a member of a Trade Union/could be supported through grievance procedure/ could use ACAS/ employer is expected to investigate and resolve the grievance.</p> <p>Text is readable, there are mistakes in spelling grammar and punctuation; comprehension of meaning is largely clear.</p>		<p>Level 2 (3–5 marks) To reach top of level candidates will clearly comment on at least two prompts.</p> <p>Level 1 (1–2 marks) To reach the top of the level the candidate must attempt to develop the example used.</p>	<p>Level 2 (3–5 marks) Candidate writes about more than one aspect of the issue.</p> <p>Level 1 (1–2 marks) Candidate offers general assertion about contracts of employment e.g. it lets an employer and an employee know where they stand on a job.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p> <p>(0 marks) No evidence submitted or response does not address the question.</p>
3	(a)	(i)	<p>State <u>three</u> facts about: Environmental issues.</p> <p>Pollution/greenhouse gases (1 only not both) Increase in risk of flooding and coastal erosion. Increase likelihood of winter storm damage. Loss of wildlife habitat. Summer water shortages. Deforestation</p>	3	<p>Responses must relate to the specific content of the mark scheme.</p> <p>Vague general statements should not be rewarded.</p> <p>If examples are listed the maximum mark available is 1</p>	

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	(ii)	<p>Local Agenda 21.</p> <p>Rio summit 1992 – to implement sustainable development at local level.</p> <p>Voluntary agreement – some countries made it law others advisory. From growing awareness of individual need to change lifestyle to protect future generations.</p> <p>Agenda set by local community not central or local government.</p>	3	<p>Responses must relate to the specific content of the mark scheme.</p> <p>Vague general statements should not be rewarded.</p> <p>If examples are listed the maximum mark available is 1</p>	
	(b) (i)	<p>From Document C state <u>two</u> requirements that the Environmental Damage Regulations place on businesses.</p> <p>Businesses put in place measures to avoid environmental damage.</p> <p>Take action to put it right if it occurs at their expense.</p>	2	<p>Responses must be extracted from the document.</p> <p>2 marks to be awarded only where candidates have clearly stated both requirements.</p>	
	(ii)	<p>From Document C state <u>two</u> organisations which monitor the enforcement of these regulations.</p> <p>Natural England Environment Agency. Local authorities. Marine Fisheries Agency.</p>	2	<p>Responses must relate to the text of the document.</p>	

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	(c)	<p>The Convention on Climate Change 2004 aimed to make the world act together on sustainable development.</p> <p>Explain how the gap between developed and developing nations has caused problems for sustainable development.</p> <p>The right of poorer nations to economic development: UN Convention on Climate Change/ developed nation caused the problem/they must pay for it/developing nations must be allowed to develop.</p> <p>The responsibility of developed nations for climate change: Climate change affects whole world/development anywhere makes matters worse/ environmentally friendly technologies help/these technologies are expensive/who pays?</p> <p>The environmental cost of economic developments in developing nations: Challenges greatest for developing/ they are more vulnerable to climate change impacts/ adaptation is required / Millennium Development goals.</p>	10	<p>There are two criteria which are crucial in the mark scheme.</p> <p>1. How many of the bullet points has the candidate responded to? This identifies the appropriate level.</p> <p>2. How effectively has the candidate done this? This identifies the appropriate mark within the level.</p> <p>Level 4 (9–10 marks) 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>Level 3 (6–8 marks) To reach top of the level candidates will comment on reason in depth.</p> <p>Level 2 (3–5 marks) To reach top of level candidates will clearly comment on at least two prompts.</p> <p>Level 1 (1–2 marks) To reach the top of the level the candidate must attempt to develop the example used.</p>	<p>Level 4 (9–10 marks) Candidate writes a comprehensive evaluation of sustainable development.</p> <p>Text is clearly readable spelling, grammar and punctuation is accurate; meaning is very 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>Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 2 (3–5 marks) Candidate writes about more than one aspect of the issue.</p> <p>Text is readable, there are mistakes in spelling grammar and punctuation; comprehension of meaning is largely clear.</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			<p>The cost of environmentally friendly technologies: Not available everywhere/initial costs can be high/ visual damage to landscape/ environmental disruption during construction.</p>			<p>Level 1 (1–2 marks) Candidate offers general assertion about one of the prompts e.g. it is all the fault of the developed nations.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p> <p>(0 marks) No evidence submitted or response does not address the question.</p>
4	(a)	(i)	<p>State <u>three</u> facts about: Religious and moral view of wealth.</p> <p>Stewardship. World in trust from God/Wealth given by God. Accountable to God for how we use it.</p>	3	<p>Responses must relate to the specific content of the mark scheme.</p> <p>Vague general statements should not be rewarded.</p> <p>If examples are listed the maximum mark available is 1</p>	
		(ii)	<p>Religious and moral view of poverty.</p> <p>Responsibility to the poor. Charity. Almsgiving. Rid society of poverty.</p>	3	<p>Responses must relate to the specific content of the mark scheme.</p> <p>Vague general statements should not be rewarded.</p> <p>If examples are listed the maximum mark available is 1</p>	

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	(b)	(i)	2	Responses must relate to the text of the document.	
		(ii)	2	Responses must relate to the text of the document.	
	(c)		10	<p>There are two criteria which are crucial in the mark scheme.</p> <p>1. How many of the bullet points has the candidate responded to? This identifies the appropriate level.</p> <p>2. How effectively has the candidate done this? This identifies the appropriate mark within the level.</p> <p>Level 4 (9–10 marks) 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>Level 4 (9–10 marks) Candidate writes a comprehensive evaluation of worship.</p> <p>Text is clearly readable spelling, grammar and punctuation are accurate; meaning is very clear.</p> <p>Level 3 (6–8 marks) Candidate writes about at least three of the prompts.</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>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
		<p>Where worship takes place – in the home, outdoors or in a special building: Christians Church/ Muslims Mosque/ Buddhists Shrine/ Jews Synagogue/ Hindus Mandir/ Sikhs Gurdwara/ most believe it is not necessary for there to be a special place.</p> <p>Who leads the worship: Christians Priest/ Muslims Imam/ Buddhists Monks/ Hindus no formal service/ Jews Rabbi/ Sikhs do not have priests.</p> <p>Whether an individual worships alone or as part of a group: Most appear to do either or both depending on circumstance.</p>		<p>Level 3 (6–8 marks) To reach top of the level candidates will comment on reason in depth.</p> <p>Level 2 (3–5 marks) To reach top of level candidates will clearly comment on at least two prompts.</p> <p>Level 1 (1–2 marks) To reach the top of the level the candidate must attempt to develop the example used.</p>	<p>Text is clearly readable spelling, grammar and punctuation are largely accurate; meaning is clear.</p> <p>Level 2 (3–5 marks) Candidate writes about more than one aspect of the issue.</p> <p>Text is readable, there are mistakes in spelling grammar and punctuation; comprehension of meaning is largely clear.</p> <p>Level 1 (1–2 marks) Candidate offers general assertion about one of the prompts e.g. Most religions have a special building for worship.</p> <p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p> <p>(0 marks) No evidence submitted or response does not address the question.</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
5	(a)	(i)	<p>Using Document E state the reason why the government wanted to make Sex and Relationship Education (SRE) compulsory.</p> <p>Ministers said teaching was patchy.</p>	1		
		(ii)	<p>Using Document E state the <u>two</u> ages that people of all ages would agree are the best ages for children to start compulsory SRE.</p> <p>9 years and 11 years.</p>	2		
		(iii)	<p>Using Document F state why parents need support in their role as sex educators.</p> <p>Many find it difficult to talk to their children about sex and relationships.</p>	1		
		(iv)	<p>Using Document F state <u>two</u> rights that parents have over their children in Sex and Relationship Education (SRE).</p> <p>The right to withdraw their children and the right to be consulted.</p>	2		

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
	(b)	<p>'Sex and Relationship Education (SRE) is too important to leave to parents.'</p> <p>Do you agree? Explain your answer using information from Documents E and F as well as from your own studies.</p> <p>The role of parents: Parents seen as key/ research shows children prefer it this way/ parents can be uncomfortable.</p> <p>The role of schools: Obligation to work with parents/ consult with them on content/ allow them to withdraw if they choose to/ lack of trained teachers/ relationship teaching particularly weak.</p> <p>The role of people in the wider community: health, social and youth workers: Different points of view/ specialist knowledge/ can offer advice/ Counselling/ referral to appropriate services.</p> <p>The consequences of ineffective SRE: Research shows young people are dissatisfied/ SRE too biological/ not relevant to their real lives/ delivered by</p>		<p>There are four criteria which are crucial in the mark scheme.</p> <p>AO1</p> <p>1. How many of the bullet points has the candidate responded to? This identifies the appropriate level.</p> <p>2. How effectively has the candidate done this? This identifies the appropriate mark within the level.</p> <p>AO2</p> <p>3. Has the candidate used the sources in construction of the written answer? This identifies the appropriate level.</p> <p>4. How effectively has the candidate done this? This identifies the appropriate mark within the level.</p>	<p>In this answer there are six marks for AO2. These should be awarded as follows:</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>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 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>(0 marks) No evidence submitted or response does not address the question.</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
			non-specialist teachers/ not inclusive of LGBT young people or those with disabilities.			<p>In this answer there are eight marks for AO1. These should be awarded as follows:</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 is accurate; meaning is very 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 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>Level 1 (1–2 marks) Candidates offer a simple statement in relation to the question e.g. it is a family matter not a school matter and should be left to parents.</p>

Question			Answer/Indicative Content	Marks	Guidance	
					Content	Levels of response
						<p>Text is difficult to read, poor spelling and grammar; little punctuation makes comprehension difficult.</p> <p>(0 marks) No evidence submitted or response does not address the question.</p>

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