

**GCE**

**Humanities**

Unit **G103**: International and Global Controversies

General Certificate of Education

**Mark Scheme for June 2015**

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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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## Annotations used in the detailed Mark Scheme

Annotation	Meaning of annotation
<b>BP</b>	Blank page – use on pages with no writing from candidate
	Omission mark. Further development needed, missing point or link between points.
	Unclear, inaccurate, dubious validity.
	Irrelevant, a significant amount of material that does not answer the question
	No example(s) used or provided.
	Rubric Error (place at start of Question not being counted)
	Identifying an issue eg irrelevant paragraph. Use in conjunction with another stamp eg  or 
	Point has been seen and noted
	Use highlighter to draw attention to work that is particularly creditworthy.

Here are the subject specific instructions for this question paper

Generic mark scheme grid

Level	AO1 16 marks	AO2 16 marks	AO3 8 marks
	<b>Demonstrate knowledge and understanding from across the humanities and social sciences disciplines</b>	<b>Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines</b>	<b>Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reached evidenced conclusions and communicate findings effectively</b>
6	<ul style="list-style-type: none"> <li>Wide range of relevant, accurate and detailed knowledge</li> <li>Thorough explanations with extensive detail.</li> <li>Extensive evidence of understanding of interdisciplinary approach</li> </ul> <p>14-16 marks</p>	<ul style="list-style-type: none"> <li>Thorough and discriminating analysis and interpretation of a wide range of evidence.</li> <li>Thorough evaluation linked to detailed explanations.</li> </ul> <p>14-16 marks</p>	<ul style="list-style-type: none"> <li>Wide range of relevant methods selected and used very appropriately.</li> <li>Sources competently deployed to support arguments.</li> <li>Valid conclusions reached, supported by evidence.</li> <li>Analysis and conclusions accurately and coherently communicated.</li> <li>Spelling, punctuation and grammar accurate; meaning is very clear.</li> </ul> <p>7-8 marks</p>
5	<ul style="list-style-type: none"> <li>Sound range of relevant, accurate and detailed knowledge demonstrated</li> <li>Sound explanations supported by relevant detail.</li> <li>Sound evidence of understanding of interdisciplinary approach</li> </ul> <p>11-13 marks</p>	<ul style="list-style-type: none"> <li>Sound interpretation and evaluation.</li> <li>Sound evaluation linked to explanations with some detail.</li> </ul> <p>11-13 marks</p>	<ul style="list-style-type: none"> <li>Sound range of relevant methods selected and appropriately applied.</li> <li>Sources deployed soundly to support arguments.</li> <li>Valid conclusions reached, some supported by evidence.</li> <li>Analysis and conclusions clearly communicated.</li> <li>Spelling, punctuation and grammar accurate; meaning is clear.</li> </ul> <p>5-6 marks</p>

Level	AO1 16 marks	AO2 16 marks	AO3 8 marks
	<b>Demonstrate knowledge and understanding from across the humanities and social sciences disciplines</b>	<b>Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines</b>	<b>Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reached evidenced conclusions and communicate findings effectively</b>
4	<ul style="list-style-type: none"> <li>• Adequate knowledge demonstrated, usually accurate and relevant.</li> <li>• Adequate explanations not highly detailed.</li> <li>• Adequate evidence of understanding of interdisciplinary approach</li> </ul> <p>8-10 marks</p>	<ul style="list-style-type: none"> <li>• Adequate analysis and interpretation of a range of evidence.</li> <li>• Adequate attempt at evaluation linked to relevant explanations.</li> </ul> <p>8-10 marks</p>	<ul style="list-style-type: none"> <li>• Adequate range of relevant methods selected and used appropriately.</li> <li>• Sources deployed in a largely relevant way to support arguments.</li> <li>• Conclusions generally valid but not always supported by evidence.</li> <li>• Analysis and conclusions communicated in a structured way.</li> <li>• Spelling, punctuation and grammar usually accurate and meaning generally clear.</li> </ul> <p>4 marks</p>
3	<ul style="list-style-type: none"> <li>• Basic level of relevant knowledge demonstrated, usually accurate.</li> <li>• Basic explanations with some detail.</li> <li>• Basic evidence of understanding of interdisciplinary approach</li> </ul> <p>5-7 marks</p>	<ul style="list-style-type: none"> <li>• Basic analysis and interpretation of a limited range of evidence.</li> <li>• Basic attempt at evaluation linked to explanations.</li> </ul> <p>5-7 marks</p>	<ul style="list-style-type: none"> <li>• Basic range of relevant methods selected and used appropriately.</li> <li>• Sources sometimes deployed relevantly to support arguments.</li> <li>• Basic conclusions, sometimes supported by evidence.</li> <li>• Analysis and conclusions communicated in an unstructured way.</li> <li>• Spelling, punctuation and grammar have some inaccuracies and meaning not always clear.</li> </ul> <p>3 marks</p>

Level	AO1 16 marks	AO2 16 marks	AO3 8 marks
	<b>Demonstrate knowledge and understanding from across the humanities and social sciences disciplines</b>	<b>Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines</b>	<b>Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reached evidenced conclusions and communicate findings effectively</b>
2	<ul style="list-style-type: none"> <li>Limited knowledge demonstrated, not always relevant or accurate.</li> <li>Limited or partial explanations.</li> <li>Limited evidence of understanding of interdisciplinary approach</li> </ul> <p>2-4 marks</p>	<ul style="list-style-type: none"> <li>Limited analysis and interpretation of a limited range of evidence.</li> <li>Limited evaluation linked to partial explanations.</li> </ul> <p>2-4 marks</p>	<ul style="list-style-type: none"> <li>Limited range of methods selected not always used appropriately.</li> <li>Sources occasionally deployed to support limited arguments.</li> <li>Some valid conclusions but limited and not closely related to evidence.</li> <li>Analysis and conclusions broadly related to task, but communication sometimes vague</li> <li>Spelling, punctuation and grammar inaccurate and meaning often unclear.</li> </ul> <p>2 marks</p>
1	<ul style="list-style-type: none"> <li>Little knowledge demonstrated, often not relevant or accurate.</li> <li>Vague explanations.</li> <li>Little evidence of understanding of interdisciplinary approach.</li> </ul> <p>1 mark</p>	<ul style="list-style-type: none"> <li>Inadequate attempt at analysis and interpretation.</li> <li>Inadequate evaluation linked to vague explanations.</li> </ul> <p>1 mark</p>	<ul style="list-style-type: none"> <li>Few appropriate methods used.</li> <li>Sources loosely related to arguments.</li> <li>Conclusions inadequately supported by evidence or asserted with no justification.</li> <li>Analysis and conclusions are unclear.</li> <li>Spelling, punctuation and grammar inaccurate and obscure meaning.</li> </ul> <p>1 mark</p>
0	<ul style="list-style-type: none"> <li>No relevant material</li> </ul>	<ul style="list-style-type: none"> <li>No relevant material</li> </ul>	<ul style="list-style-type: none"> <li>No relevant material</li> </ul>

Question	Answer	Mark	Guidance
1	<p><b>To what extent should rich nations be responsible for providing healthcare for poor nations?</b></p> <p><b>Indicative content</b></p> <p><b>AO1</b> An understanding of rich and poor nations Knowledge and understanding of the range and types of healthcare Types of provision of healthcare both internal and external via governments, NGOs, multi-national organisations e.g. WHO Examples of aid projects and aspirations such as Millennium Development Goals Higher order answers will be distinguished by the level of detail e.g. data on healthcare issues such as life expectancy for their examples</p> <p><b>AO2</b> Evaluation of pros and cons of rich nations taking on the responsibilities such as notions of economic colonialism, dependency culture, self-determination - the role of drug companies in providing aid and the ensuing ethical argument over profit – e.g. in maintaining patent rights over drugs. Various arguments for and against such aid including: ethical, moral, economic, self-interest, political Use of case studies to provide evidence to support the evaluation Higher order answers may consider sociological and political debates over the role of governments, NGOs and drugs manufacturers including theories such as neo-Liberalism, Marxism or Feminism amongst others.</p> <p><b>AO3</b> Well argued debate of the key issues recognising that the extent may vary: over time, with the healthcare issue, location, between groups, with the nature of the aid</p>	40	<p><b>Please refer to the generic levels of response mark scheme.</b> <b>AO1 16 marks; AO2 16 marks; AO3 8 marks</b></p> <p><b>AO1</b> High level response Ls 5/6 – detailed knowledge and understanding of both healthcare and rich and poor nations supported with detailed examples. Knowledge of basic concepts.  Medium level response Ls 3/4 - some knowledge and understanding of both healthcare and rich and poor nations, although may vary in detail supported with examples. Limited, if any, knowledge of basic concepts.</p> <p><b>AO2</b> High level response Ls 5/6 – detailed analysis and a balanced evaluation of the extent well supported with evidence and concepts from across the humanities  Medium level response Ls 3/4 –some analysis and an evaluation of the extent supported with some evidence and some concepts from across the humanities</p> <p><b>AO3</b> High level response Ls 5/6 – Clear conclusion that draws a comprehensive summary of the discussion of the extent. Well structured with effective communication. Some reference to sources.</p>

Question	Answer	Mark	Guidance
	<p>Higher order answers may recognise that it is more complex as many poorer nations have their own agendas and internal differences.</p> <p>Candidates must then come to an overall conclusion as to what extent it is desirable and possible for rich countries to provide healthcare for poorer ones.</p>		<p>Medium level response Ls 3/4 – A conclusion that draws a summary of the discussion of the extent. Some structure with sound communication.</p>

Question	Answer	Mark	Guidance
2	<p><b>'If nothing is done to protect national and minority cultures then they will inevitably be destroyed by globalisation.'</b> Evaluate this statement.</p> <p><b>Indicative content</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Understanding of the terms national and minority culture and what distinguishes them from global and regional cultures</li> <li>• An appreciation of the processes of globalisation – economic, cultural, political, demographic – spread of westernisation</li> <li>• Knowledge and understanding of the ways in which the process of globalisation can damage minority and national cultures.</li> <li>• Examples of cultures said to have been damaged or to be at risk. Which could include; examples of languages under threat; concepts such as homogenisation of culture</li> <li>• Examples where cultures have survived or even benefitted from globalisation</li> <li>• Higher level answers may demonstrate attempts to protect cultures through agencies such as the United Nations and its agencies, especially UNESCO and. National Governments.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Evaluation of pros and cons of protecting national and minority cultures.</li> <li>• Various arguments for and against protecting cultures including: ethical, moral, economic, self-interest, political</li> <li>• Use of case studies to provide evidence to support the evaluation</li> <li>• Higher order answers may consider ethical/philosophical debates on human rights.</li> </ul>	40	<p><b>Please refer to the generic levels of response mark scheme.</b> <b>AO1 16 marks; AO2 16 marks; AO3 8 marks</b></p> <p><b>AO1</b> High level response Ls 5/6 – detailed knowledge and understanding of both national and minority cultures and globalisation supported with detailed examples. Knowledge of basic concepts.</p> <p>Medium level response Ls 3/4 - some knowledge and understanding of both national and minority cultures and globalisation, although may vary in detail supported with examples. Limited, if any, knowledge of basic concepts.</p> <p><b>AO2</b> High level response Ls 5/6 – detailed analysis and a balanced evaluation of the inevitability well supported with evidence and concepts from across the humanities</p> <p>Medium level response Ls 3/4 –some analysis and an evaluation of the inevitability supported with some evidence and some concepts from across the humanities</p>

Question	Answer	Mark	Guidance
	<p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Well argued debate of the key issues recognising that the ability to protect cultures may vary: over time, with the culture, location, between groups, with the nature of the protection</li> <li>• Higher order answers may recognise that it is more complex as many minorities and nations have their own agendas and internal differences</li> <li>• Candidates must then come to an overall conclusion as to whether it is inevitable that cultures will destroyed</li> </ul>		<p><b>AO3</b></p> <p>High level response Ls 5/6 – Clear conclusion that draws a comprehensive summary of the discussion of the inevitability. Well structured with effective communication. Some reference to sources.</p> <p>Medium level response Ls 3/4 – A conclusion that draws a summary of the discussion of the inevitability. Some structure with sound communication.</p>

Question	Answer	Mark	Guidance
3	<p><b>'The free market has failed to produce fair trading terms for poor nations. The only way to achieve fairness is through regulation.'</b> Discuss.</p> <p><b>Indicative content</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Understanding of the terms 'free market', fair trade and regulation of trade</li> <li>• An appreciation of the various meanings of 'fairness'</li> <li>• Knowledge and understanding of the ways in which the process of globalisation has influenced the trading situation of poor nations – terms of trade, balance of trade</li> <li>• Examples of poor nations said to have suffered or to be at risk from unfair trade.</li> <li>• Higher level answers may consider how to regulate trade such as tariffs and protectionism, anti-trust legislation, quotas, subsidies, patents, exchange rate and immigration restrictions</li> <li>• Examples of where regulations have increased 'fairness'</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Theoretical and practical arguments in favour of free trade such as market efficiency, moral arguments such as human rights and reducing poverty, comparative advantage.</li> <li>• . The role of international regulators such as the WTO, World Bank, IMF, G20, NAFTA, EFTA and EU in both ensuring free trade and their role (if any) in promoting fair trade.</li> <li>• Various arguments for and against regulating trade.</li> <li>• Use of case studies to provide evidence to support the evaluation</li> <li>• Higher order answers may consider theoretical approaches to trade from economic, political, sociological and philosophical/ethical perspectives. Liberalism/neo-Liberalism versus communitarian/Marxist/Social Democrat approaches.</li> </ul>	40	<p><b>Please refer to the generic levels of response mark scheme.</b>  <b>AO1 16 marks; AO2 16 marks; AO3 8 marks.</b></p> <p><b>AO1</b>  High level response Ls 5/6 – detailed knowledge and understanding of both free market and fair trading supported with detailed examples. Knowledge of basic concepts.</p> <p>Medium level response Ls 3/4 - some knowledge and understanding of both free market and fair trading supported, although may vary in detail supported with examples. Limited, if any, knowledge of basic concepts.</p> <p><b>AO2</b>  High level response Ls 5/6 – detailed analysis and a balanced evaluation of the extent regulation can solve the issues well supported with evidence and concepts from across the humanities</p> <p>Medium level response Ls 3/4 –some analysis and an evaluation of the extent supported with some evidence and some concepts from across the humanities</p>

Question	Answer	Mark	Guidance
	<p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Well argued debate of the key issues recognising that the ability to protect the trade of poor nations may vary: over time, with the nature of the trade, location, between trading groups, with the nature of the protection</li> <li>• Higher order answers may recognise that it is more complex as many groups e.g. TNCs and nations have their own agendas and internal differences</li> <li>• Candidates must then come to an overall conclusion as to whether the answer is to regulate trade.</li> </ul>		<p><b>AO3</b></p> <p>High level response Ls 5/6 – Clear conclusion that draws a comprehensive summary of the discussion of the extent that regulation can solve the issues of trade. Well structured with effective communication. Some reference to sources.</p> <p>Medium level response Ls 3/4 – A conclusion that draws a summary of the discussion of the extent that regulation can solve the issues of trade. Some structure with sound communication.</p>

Question	Answer	Mark	Guidance
4	<p><b>To what extent do nations struggle to combat crime that is increasingly globalised?</b></p> <p><b>Indicative content</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Understanding of the increasingly globalised nature of crime and why it has occurred.</li> <li>• An appreciation of how and why individual nations struggle to combat globalised crime</li> <li>• Examples of a range of globalised crimes and an explanation of how globalisation has played a part in their growth. For example, rising levels of transnational organised crime, cyber crime, terrorism, counterfeiting, trafficking of people and a wide range of goods, illegal migration.</li> <li>• Knowledge and understanding of the ways in which nations can and do cooperate to tackle these crimes – especially international agencies such as Interpol, the ICC and the UN and its various agencies.</li> <li>• Higher level answers may consider International law and the arguments surrounding crime, punishment and investigation. For example recent debates over extradition, rendition and torture.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• Theoretical and practical arguments in favour of national versus international strategies to combat crime</li> <li>• An assessment of how and why nations may struggle with globalised crime as distinct from internal/national/local crime</li> <li>• Use of case studies to provide evidence to support the evaluation</li> <li>• Higher order answers may consider ethical/philosophical debates over the problems associated with imposing an international code of law/morality/ethics and the utilitarian/Kantian arguments that stem from this.</li> </ul>	40	<p><b>Please refer to the generic levels of response mark scheme.</b></p> <p><b>AO1 16 marks; AO2 16 marks; AO3 8 marks</b></p> <p><b>AO1</b></p> <p>High level response Ls 5/6 – detailed knowledge and understanding of both the nature of combatting crime and its increasing globalisation supported with detailed examples. Knowledge of basic concepts.</p> <p>Medium level response Ls 3/4 - some knowledge and understanding of both the nature of combatting crime and its increasing globalisation, although may vary in detail supported with examples. Limited, if any, knowledge of basic concepts.</p> <p><b>AO2</b></p> <p>High level response Ls 5/6 – detailed analysis and a balanced evaluation of the extent nations struggle to combat globalised crime well supported with evidence and concepts from across the humanities</p> <p>Medium level response Ls 3/4 –some analysis and an evaluation of the extent supported with some evidence and some concepts from across the humanities</p>

Question	Answer	Mark	Guidance
	<p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Well argued debate of the key issues recognising that the ability to deal with international crime may vary: over time, with the nature of the crime, location, between nations/groups, with the nature of the strategies used</li> <li>• Higher order answers may recognise that it is more complex as many groups e.g. TNCs and nations have their own agendas and internal differences</li> <li>• Candidates must then come to an overall conclusion as to what extent nations do struggle to combat crime that is increasingly international.</li> </ul>		<p><b>AO3</b></p> <p>High level response Ls 5/6 – Clear conclusion that draws a comprehensive summary of the discussion of the extent. Well structured with effective communication. Some reference to sources.</p> <p>Medium level response Ls 3/4 – A conclusion that draws a summary of the discussion of the extent. Some structure with sound communication.</p>

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