

**GCE**

**Humanities**

Unit **G102**: People, community and power

General Certificate of Education

**Mark Scheme for June 2016**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Cross
	Development
	Significant amount of material which doesn't answer the question
	Level 1
	Level 2
	Level 3
	Level 4
	Not answered question
	Tick
	Omission mark

## Subject-specific Marking Instructions

	<b>AO1 7 marks</b>	<b>AO2 10 marks</b>	<b>AO3 8 marks</b>
<b>Band</b>	<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, reach evidenced conclusions and communicate findings effectively</b>
<b>4</b>	<ul style="list-style-type: none"> <li>Wide range of relevant accurate and detailed knowledge demonstrated</li> <li>Thorough explanations with extensive detail</li> </ul> <p>6-7 marks</p>	<ul style="list-style-type: none"> <li>Thorough analysis and interpretation of a wide range of evidence</li> <li>Thorough evaluation linked to thorough explanations</li> </ul> <p>8-10 marks</p>	<ul style="list-style-type: none"> <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>
<b>3</b>	<ul style="list-style-type: none"> <li>Adequate knowledge demonstrated, usually accurate and relevant</li> <li>Adequate explanations, not highly detailed</li> </ul> <p>4-5 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 adequate explanations</li> </ul> <p>5-7 marks</p>	<ul style="list-style-type: none"> <li>Sources deployed adequately to support arguments</li> <li>Conclusions generally valid, but not always supported by evidence</li> <li>Analysis and conclusions adequately communicated in a structured way</li> <li>Spelling, punctuation and grammar usually accurate and meaning generally clear</li> </ul> <p>5-6 marks</p>
<b>2</b>	<ul style="list-style-type: none"> <li>Basic, relevant and accurate knowledge demonstrated</li> <li>Limited or partial explanations</li> </ul>	<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>	<ul style="list-style-type: none"> <li>Some sources deployed to support limited arguments</li> <li>Some valid conclusions, but limited and not closely related to evidence</li> <li>Analysis and conclusions broadly</li> </ul>

	<b>AO1 7 marks</b>	<b>AO2 10 marks</b>	<b>AO3 8 marks</b>
<b>Band</b>	<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, reach evidenced conclusions and communicate findings effectively</b>
	2-3 marks	2-4 marks	<p>related to task, but some vagueness in communication</p> <ul style="list-style-type: none"> <li>Spelling, punctuation and grammar have some inaccuracies and meaning not always clear</li> </ul> <p>3-4 marks</p>
<b>1</b>	<ul style="list-style-type: none"> <li>Little knowledge demonstrated, not always relevant or accurate</li> <li>Vague or largely incoherent explanations</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 or largely incoherent explanations</li> </ul> <p>1 mark</p>	<ul style="list-style-type: none"> <li>Sources only loosely related to arguments</li> <li>Conclusions inadequately supported by evidence or asserted with no justification</li> <li>Analysis and conclusions largely unrelated to task and communication vague or largely incoherent</li> <li>Spelling, punctuation and grammar inaccurate and obscure meaning</li> </ul> <p>1-2 marks</p>
<b>0</b>	<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	Marks	Guidance
1	a	<p>AO 1 Knowledge and Understanding accounts for all 5 marks.</p> <p><b>Indicative content:</b> Candidates will identify some of the effects of joining the EU mentioned in the source e.g. :</p> <ul style="list-style-type: none"> <li>• Access to EU funds</li> <li>• Croatia may adopt the EURO</li> <li>• Loss of sovereignty</li> <li>• Greater centralised regulation (accept: from Brussels)</li> <li>• Freedom of movement to other EU countries</li> <li>• Employment opportunities</li> </ul> <p><b>Level 3 (5 marks)</b> Thorough use of information extracted from the source to demonstrate clear understanding of the demands of the question. Relevant, accurate and detailed deployment of information from the source used to demonstrate thorough knowledge and understanding to write a detailed descriptive answer. <u>Indicative content:</u> As appropriate from the source used</p> <p><b>Level 2 (3-4 marks)</b> Adequate use of information extracted from the source to demonstrate an adequate understanding of the demands of the question. Adequate relevant and accurate use of information from the source to demonstrate adequate knowledge and understanding to write a descriptive answer. <u>Indicative content:</u> As appropriate from the source used</p> <p><b>Level 1 (1-2 marks)</b> Limited information extracted from the source to demonstrate limited understanding of the demands of the question. Limited use of relevant and accurate information from the source to demonstrate limited knowledge and understanding needed to write a descriptive answer. <u>Indicative content:</u> As appropriate from the source used</p> <p><b>Level 0 (0 marks)</b> No relevant material.</p>	[5]	<p>Candidates will be expected to use <b>most</b> of the points available to develop an answer which shows <b>thorough</b> understanding of the demands of the question with relevant and accurate use of the information to produce a <b>detailed</b> answer.</p> <p>Candidates will be expected to use <b>some</b> of the points available to develop an answer which shows an <b>adequate</b> understanding of the demands of the question with adequate use of the information contained in the source to produce a <b>less detailed</b> answer</p> <p>Candidates use <b>limited</b> information to develop an answer which shows a <b>limited</b> understanding of the demands of the question to produce a <b>limited</b> answer.</p>

Question	Answer	Marks	Guidance
b	<p>AO1 Knowledge and Understanding accounts for 4 marks. AO2 Analysis, interpretation and evaluation accounts for 6 marks.</p> <p><b>Indicative Content:</b></p> <ul style="list-style-type: none"> <li>• EU gives countries shared interests, making war a less likely way to resolve disagreements</li> <li>• Prospect of EU membership encourages countries</li> <li>• Integration with EU offers a way out of poverty/promotes economic growth</li> </ul> <p><b>Own knowledge may include:</b></p> <ul style="list-style-type: none"> <li>• Trade links between countries increase interdependence and make war more costly</li> <li>• More democratic countries less likely to go to war</li> <li>• EU has helped reduce ethnic conflict within nations/regions ( e.g. the Balkans mentioned in A)</li> <li>• EU has supported the strengthening of human rights</li> <li>• Freedom of movement</li> </ul> <p><b>Level 3 (7-10 marks)</b> Thorough use of information extracted from the sources and the candidates own knowledge to demonstrate clear understanding of the demands of the question. Thorough analysis, interpretation and evaluation of the sources and own knowledge is demonstrated to structure a relevant, accurate, detailed and balanced response to the question. <u>Indicative content:</u> As appropriate from the sources used and own knowledge.</p> <p><b>Level 2 (4-6 marks)</b> Adequate use of information extracted from both sources and own knowledge to demonstrate an adequate understanding of the demands of the question. Adequate analysis, interpretation and evaluation of the sources and own knowledge is demonstrated to structure an adequate response to the question. <u>Indicative content:</u> As appropriate from the sources used and own knowledge.</p>	[10]	<p>Candidates will be expected to use <b>both</b> sources and <b>own knowledge</b> demonstrating <b>thorough</b> understanding of and competency in responding to the demands of both AO's to achieve this level. Candidates whose use of sources/own knowledge is <b>unbalanced</b> should be awarded marks at the bottom of the level.</p> <p>Candidates will be expected to use <b>both</b> sources and <b>own knowledge</b> to demonstrate <b>adequate</b> understanding of the demands of both AO's to achieve this level. Candidates whose use of sources/own knowledge is <b>unbalanced</b> should be awarded marks at the bottom of the level.</p>

Question	Answer	Marks	Guidance
	<p><b>Level 1 (1-3 marks)</b>            Limited information extracted from both sources and own knowledge demonstrating a limited understanding of the demands of the question. Limited analysis, interpretation and evaluation of the sources and own knowledge is demonstrated to structure a limited response to the question.  <u>Indicative content:</u> As appropriate from the source used and own knowledge.</p> <p><b>Level 0 (0 marks)</b>            No relevant material.</p>		Candidates are <b>unlikely</b> to produce a <b>balanced</b> answer using both sources and own knowledge. Candidates use <b>limited</b> information to develop an answer which shows a <b>limited</b> understanding of the demands of the question to produce a <b>limited</b> answer.
c	<p>AO1 Knowledge and understanding accounts for 7 marks.            AO2 Analysis, interpretation and evaluation accounts for 10 marks.            AO3 Methods, use of sources and communication accounts for 8 marks.</p> <p><b>The subject specific levels mark scheme on pages 4 and 5 must be referenced.</b></p> <p><b>Indicative Content:</b></p> <p>Source A :</p> <ul style="list-style-type: none"> <li>• Countries still aspire to join/deepen links with supra national institutions</li> <li>• Opposition within countries to pooling sovereignty</li> </ul> <p>Source B:</p> <ul style="list-style-type: none"> <li>• Eurozone crisis represents a failure of co operation</li> </ul> <p>Source C:</p> <ul style="list-style-type: none"> <li>• Individual country vetoes prevent UN moving forward</li> <li>• Number of vetoes in UN Security Council falling over time</li> </ul> <p><b>Own Knowledge could Include:</b></p> <ul style="list-style-type: none"> <li>• Pan-European policies such as the Commons Agricultural Policy</li> <li>• Absence of World Wars since UN was founded</li> </ul>	[25]	.



Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• UN Conventions, declarations and treaties have encouraged co-operation, e.g. on nuclear nonproliferation and human rights</li> <li>• Agencies of UN, e.g. WHO, UNICEF have improved cooperation in specific areas</li> <li>• Failures of UN co-operation e.g. failure to achieve climate change consensus; failure to agree responses in situations in Iraq, Palestine, Syria and others</li> <li>• Refugee crisis in Mediterranean –debate over methods, succeeds/failure.</li> </ul> <p><b>Level 4</b> Thorough use of information extracted from sources and own knowledge demonstrates thorough understanding of the demands of the question. Thorough analysis, interpretation and evaluation of sources and own knowledge enables candidate to structure a balanced response. Candidate to a clear conclusion closely related to evidence.</p> <p><b>Level 3</b> Adequate use of information extracted from sources and own knowledge demonstrates adequate understanding of the demands of the question. Adequate analysis, interpretation and evaluation of sources and own knowledge enables candidate to structure an adequate response to the question.</p> <p>Candidate comes to a clear conclusion based on evidence.</p>		<p>AO1 Candidate shows</p> <ul style="list-style-type: none"> <li>• Wide range of relevant knowledge</li> <li>• Detailed explanations</li> </ul> <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> <li>• Analysis of evidence</li> <li>• Evaluation linked to explanation</li> </ul> <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> <li>• Conclusions with argument/evidence</li> <li>• Good communication</li> </ul> <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> <li>• A range of relevant knowledge</li> <li>• Explanations lacking detail</li> </ul> <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> <li>• Attempt to analyse evidence</li> <li>• Attempt to link evaluation/explanation</li> </ul> <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> <li>• Valid conclusions lacking support</li> <li>• Communication generally clear</li> </ul>

Question	Answer	Marks	Guidance
	<p><b>Level 2</b>            Limited use of information extracted from sources and own knowledge demonstrate a limited understanding of the demands of the question. Limited analysis, interpretation and evaluation of the sources and own knowledge produces a limited response to the question. Candidate comes to a conclusion but this is only loosely evidenced.</p> <p><b>Level 1</b>            Few relevant points are made. Little evidence is offered in support. Sources are not used to support point. Conclusion is superficial, unclear or absent.</p> <p><b>Level 0 (0 marks)</b>            No relevant material.</p>		<p>AO1 Candidate shows</p> <ul style="list-style-type: none"> <li>• Limited knowledge</li> <li>• Limited explanations</li> </ul> <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> <li>• Analysis of small range of evidence</li> <li>• Evaluation poor partial explanations</li> </ul> <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> <li>• Conclusions poorly evidenced</li> <li>• Communication has errors</li> </ul> <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> <li>• Little relevant knowledge</li> <li>• Vague explanations</li> </ul> <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> <li>• Inadequate analysis</li> <li>• Inadequate evaluation</li> </ul> <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> <li>• Conclusions no justifications</li> <li>• Communication inaccurate</li> </ul>

Question	Answer	Marks	Guidance
2 (a)	<p>AO 1 Knowledge and Understanding accounts for all 5 marks.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• <b>Weapons have been replaced by social media</b></li> <li>• <b>Improved communication</b></li> <li>• <b>Encouraged organisation/support/information/cooperation</b></li> <li>• <b>Transcends national boundaries/globalised</b></li> <li>• <b>Gave people a voice/enabled them to be heard</b></li> <li>• <b>Platform for sharing new ideas</b></li> </ul> <p><b>Level 3 (5 marks)</b> Relevant accurate and detailed knowledge demonstrated. Thorough explanations with excellent detail.</p> <p><b>Level 2 (3-4 marks)</b> Sound knowledge base with convincing explanations supported by limited evidence.</p> <p><b>Level 1 (1-2 marks)</b> Some basic knowledge leading to limited and/or partial explanation.</p> <p><b>Level 0 (0 marks)</b> No relevant material.</p>	[5]	

Question	Answer	Marks	Guidance
(b)	<p>AO1 Knowledge and Understanding accounts for 4 marks. AO2 Analysis, interpretation and evaluation accounts for 6 marks.</p> <p><b>Level 3 (7-10 marks)</b> Relevant accurate and detailed knowledge demonstrated. Thorough explanations with extensive detail. Discriminating analysis and interpretation of the source.</p> <p><b>Level 2 (4-6 marks)</b> Sound knowledge base with convincing explanations supported by limited evidence. Sound interpretation and analysis of the source.</p> <p><b>Level 1 (1-3 marks)</b> Some basic knowledge leading to limited and/or partial explanation. Limited evidence of interdisciplinary awareness. Limited analysis and interpretation of sources.</p> <p><b>Level 0 (0 marks)</b> No relevant material.</p> <p><b>Indicative Content</b></p> <p>Source B</p> <p>Candidates may make reference to internet censorship and monitoring in countries such as China where people are either punished for inappropriate on line comments or are simply unable to post such comments as a result of government technology.</p> <p>Candidates may use the examples of China's firewall which blocks millions of webpages and the safe alternatives to Facebook and Twitter that the government provides. The Chinese government is able to do this as they have sole control of the country's servers.</p>	[10]	

Question	Answer	Marks	Guidance
	<p><b>Own Knowledge</b></p> <p>Candidates may bring in other examples of how governments have censored the internet eg) it is estimated that thousands are employed by the Chinese government to monitor the internet.</p> <p>It is important to note that the question is about media as a whole. Candidates may make reference to state controlled radio or TV where news programmes are essentially a party political broadcast by the ruling party. The example of the Iraqi information minister denying that US troops were anywhere near Baghdad on state TV when gunfire was clearly heard in the background may provide a humorous yet pertinent example. A range of creditworthy material is possible.</p>		
(c)	<p>AO1 Knowledge and understanding accounts for 7 marks. AO2 Analysis, interpretation and evaluation accounts for 10 marks. AO3 Methods, use of sources and communication accounts for 8 marks.</p> <p><b>Indicative Content</b></p> <p>Source A</p> <ul style="list-style-type: none"> <li>• Shows the benefits of rapid communication that new technologies provide.</li> </ul> <p>Source B</p> <ul style="list-style-type: none"> <li>• Explains the success of China in blocking a considerable amount of free speech by the firewall and alternative social media.</li> <li>• Implies that the success of China in this and the relative failure of Arab governments in suppressing comment may be down to technology and organisation.</li> </ul> <p>Source C</p> <ul style="list-style-type: none"> <li>• Highlights the benefits of new technologies in helping us in Britain become aware of human rights abuses.</li> <li>• The foreign office is making information on human rights available for</li> </ul>	[25]	<p><b>Level 4</b> Points are very cogently argued, with detailed references to the sources plus examples from own knowledge which are highly relevant and support the points being made closely.</p> <p>Candidate comes to a clear conclusion closely related to evidence.</p> <p><b>Level 3</b> Several points are argued, with relevant references to the sources plus examples from own knowledge which support the points being made well.</p> <p>Candidate comes to a clear conclusion based on evidence.</p>

Question	Answer	Marks	Guidance
	<p>all to see.</p> <ul style="list-style-type: none"> <li>The document makes the point that the digital technologies are also available to oppressive regimes hence the argument that social media and digital technologies are not wholly good.</li> </ul> <p><b>Own knowledge</b></p> <p>Candidates may illustrate their answers with a range of examples drawn from their own knowledge and likely to be linked to stories in the recent news.</p> <p>They may argue that new technologies such as the Internet, social media and 24 hour rolling news have been essential in bringing about changes in various regimes.</p> <p>Alternatively it could be argued that the success in some areas but not others may be due to the relative technological sophistication of governments. Whereas a 'twitter revolution' may take place in Tunisia, a government such as China has superior technology and can suppress unrest and dissent more effectively.</p> <p>Some candidates may adopt a nuanced conclusion. Certainly new technology has brought greater awareness of the problems but it is unclear whether regimes have genuinely changed for the better.</p> <p>See also levels mark scheme</p>		<p><b>Level 2</b> Some points are made, with some references to sources plus examples from own knowledge which are evaluated in a limited way and loosely related to the points being made.</p> <p>Candidate comes to a conclusion but this is only loosely evidenced.</p> <p><b>Level 1</b> Few relevant points are made. Little evidence is offered in support. Sources are not used to support point. Conclusion is superficial, unclear or absent.</p> <p><b>Level 0 (0 marks)</b> No relevant material.</p>

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