

GCE

Humanities

Unit **G103**: International and Global Controversies

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

Annotation	Meaning of annotation
	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

The approach to marking should be 'best fit' using the following grid.

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

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

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

Question	Answer	Marks	Guidance
1	<p>'It is in the interests of rich nations to maintain global inequalities of wealth.' How far do you agree with this statement?</p> <p>Indicative Content Candidates could refer to :</p> <ul style="list-style-type: none"> • Definitions of 'rich' and 'poor' nations; what constitutes wealth and how to influence its existence and achievement. • Definition of global inequalities of wealth – N v S, MEDC v LEDC • Idea of varying types of interests – economic, political and social • Influential parties or bodies within the rich nations; the recipients of influence in poorer nations and the effect on wealth inequalities. • How wealth inequality could be affected: financial – investment, compensation, loans, aid, debt write-off; preferential or detrimental trade practices – agreements and packages, interest rates, boycotts, blockades and embargoes; social support - provision of educational, medical, legal, scientific, technical and environmental resources/ personnel/ training/ structures/ facilities; political support – protection and promotion of ideology and policy to shield poorer nations from rich opponents or any detractors; emergency support – to alleviate • Notions of /qualitative differences in permanent changes to wealth equality or temporary/'sticking plaster' approaches. • A judgement as to how far rich nations can influence the wealth of poor nations. 	40	<p>Please refer to the generic levels of response mark scheme on pages 5 to 7.</p> <p>AO1 Accounts for 16 marks AO2 Accounts for 16 marks AO3 Accounts for 8 marks</p>

Question	Answer	Marks	Guidance
	<p>AO1 Knowledge and Understanding</p> <p>Level 6 (14 – 16 marks) A wide range of detailed knowledge and understanding demonstrated with thorough explanations of the causes of global inequalities of wealth. There is thorough discussion of the issues involved and detailed exemplification of the possible responses.</p> <p>Level 5 (11 – 13 marks) A sound range of relevant and accurate knowledge is demonstrated. There is sound discussion of the issues involved and sound exemplification of the possible responses.</p> <p>Level 4 (8 – 10 marks) Adequate knowledge, usually relevant and accurate, and adequate identification of the issues involved with some use of exemplification.</p> <p>Level 3 (5 – 7 marks) Basic relevant knowledge, usually accurate, and basic discussion of issues with some exemplification.</p> <p>Level 2 (2 – 4 marks) Limited knowledge lacking relevance and accuracy with limited exemplification.</p> <p>Level 1 (1 mark) Little knowledge often not relevant or accurate with little exemplification.</p> <p>No Relevant information 0</p> <p>AO2 Analysis and Evaluation</p> <p>Level 6 (14 – 16 marks) Thorough and discriminating analysis of a wide range of evidence to explain the causes of the global inequalities of wealth. Thorough evaluation with detailed exemplification.</p> <p>Level 5 (11 – 13 marks) Sound interpretation and evaluation of the causes of the global contrasts in health supported by sound exemplification.</p> <p>Level 4 (8 – 10 marks) Adequate accurate interpretation and evaluation of the issues involved with some use of exemplification.</p> <p>Level 3 (5 – 7 marks) Basic relevant analysis and evaluation of issues with some exemplification.</p> <p>Level 2 (2 – 4 marks)</p>		

Question	Answer	Marks	Guidance
	<p>Limited evaluation lacking relevance and accuracy and limited exemplification. Level 1 (1 mark) Little analysis often not relevant or accurate with no evaluation or exemplification</p> <p>No Relevant information 0</p> <p>AO3 Research skills and methods Level 6 (7 - 8 marks) Wide range of methods competently deployed to support arguments. Valid conclusions supported by evidence accurately and coherently communicated. Spelling punctuation and grammar accurate; meaning is very clear.</p> <p>Level 5 (5 - 6 marks) Sound range of methods deployed to support arguments. Valid conclusions reached some supported by evidence clearly communicated. Spelling punctuation and grammar accurate; meaning is clear.</p> <p>Level 4 (4 marks) Adequate range of methods chosen and used appropriately. Conclusions generally valid but not always supported by evidence and communicated in a structured way. Spelling punctuation and grammar have some inaccuracies; meaning is generally clear.</p> <p>Level 3 (3 marks) Basic relevant methods selected and appropriately used. Sources sometimes used to relevantly support arguments communicated in an unstructured way. Spelling punctuation and grammar have some inaccuracies; meaning is not always clear.</p> <p>Level 2 (2 marks) Limited range of methods selected and not always used appropriately. Sources occasionally used to support limited arguments and conclusions not closely related to evidence and communication is vague. Spelling punctuation and grammar inaccurate; meaning is often unclear.</p> <p>Level 1 (1 mark) Few appropriate methods used. Sources only loosely related to arguments. Conclusions inadequately supported by evidence and are unclear. Spelling punctuation and grammar inaccurate and obscure meaning.</p> <p>No Relevant information 0</p>		

Question	Answer	Marks	Guidance
2	<p>To what extent do the international media benefit society?</p> <p>Indicative Content Candidates could refer to :</p> <ul style="list-style-type: none"> • Definition of 'international media'; the objectives and effects of the international media. • Ideas that society is not a uniform group but is diverse with diverse needs and views. • Moulding/subversion of public opinion by media giants limiting the range of attitudes expressed and promoted. • Intrusion by media vs individual privacy interests of the public vs public interest • The effects of continuous news reporting/- benefits/raising awareness/empathy/ - downside/complacency/apathy due to over reporting/ creating undue panic. • Reaction to the media/spread of ideas seen as subversive/e.g. China and the internet. • A judgement as to whether the international media is of benefit to society or not in terms of serving humanitarian interests/exposing corruption/or is it self- serving creating ideas which cause conflict and division. 	[40]	<p>Please refer to the generic levels of response mark scheme on pages 5 to 7.</p> <p>AO1 Accounts for 16 marks AO2 Accounts for 16 marks AO3 Accounts for 8 marks</p>

Question	Answer	Marks	Guidance
	<p>AO1 Knowledge and Understanding</p> <p>Level 6 (14 – 16 marks) A wide range of detailed knowledge and understanding demonstrated with thorough explanations of the benefits and drawbacks of the international media. There is thorough discussion of the issues involved and detailed exemplification of the possible responses.</p> <p>Level 5 (11 – 13 marks) A sound range of relevant and accurate knowledge is demonstrated. There is sound discussion of the issues involved and sound exemplification of the possible responses.</p> <p>Level 4 (8 – 10 marks) Adequate knowledge, usually relevant and accurate, and adequate identification of the issues involved with some use of exemplification.</p> <p>Level 3 (5 – 7 marks) Basic relevant knowledge, usually accurate, and basic discussion of issues with some exemplification.</p> <p>Level 2 (2 – 4 marks) Limited knowledge lacking relevance and accuracy with limited exemplification.</p> <p>Level 1 (1 mark) Little knowledge often not relevant or accurate with little exemplification.</p> <p>No Relevant information 0</p> <p>AO2 Analysis and Evaluation</p> <p>Level 6 (14 – 16 marks) Thorough and discriminating analysis of a wide range of evidence to explain the benefits and drawbacks of the international media. Thorough evaluation with detailed exemplification.</p> <p>Level 5 (11 – 13 marks) Sound interpretation and evaluation of the causes of the global contrasts in health supported by sound exemplification.</p> <p>Level 4 (8 – 10 marks) Adequate accurate interpretation and evaluation of the issues involved with some use of exemplification.</p> <p>Level 3 (5 – 7 marks) Basic relevant analysis and evaluation of issues with some exemplification.</p> <p>Level 2 (2 – 4 marks)</p>		

Question	Answer	Marks	Guidance
	<p>Limited evaluation lacking relevance and accuracy and limited exemplification. Level 1 (1 mark) Little analysis often not relevant or accurate with no evaluation or exemplification</p> <p>No Relevant information 0</p> <p>AO3 Research skills and methods Level 6 (7 - 8 marks) Wide range of methods competently deployed to support arguments. Valid conclusions supported by evidence accurately and coherently communicated. Spelling punctuation and grammar accurate; meaning is very clear. Level 5 (5 - 6 marks) Sound range of methods deployed to support arguments. Valid conclusions reached some supported by evidence clearly communicated. Spelling punctuation and grammar accurate; meaning is clear. Level 4 (4 marks) Adequate range of methods chosen and used appropriately. Conclusions generally valid but not always supported by evidence and communicated in a structured way. Spelling punctuation and grammar have some inaccuracies; meaning is generally clear. Level 3 (3 marks) Basic relevant methods selected and appropriately used. Sources sometimes used to relevantly support arguments communicated in an unstructured way. Spelling punctuation and grammar have some inaccuracies; meaning is not always clear. Level 2 (2 marks) Limited range of methods selected and not always used appropriately. Sources occasionally used to support limited arguments and conclusions not closely related to evidence and communication is vague. Spelling punctuation and grammar inaccurate; meaning is often unclear. Level 1 (1 mark) Few appropriate methods used. Sources only loosely related to arguments. Conclusions inadequately supported by evidence and are unclear. Spelling punctuation and grammar inaccurate and obscure meaning.</p> <p>No Relevant information 0</p>		

Question	Answer	Marks	Guidance
3	<p>'Fair trade is an unattainable ideal.' Assess this point of view.</p> <p>Indicative Content Candidates could refer to :</p> <ul style="list-style-type: none"> • Definition of the theory behind 'fair trade'/how far is it a self-regulating mechanism operating in the market place? • To what extent does practical experience support the success of theory of fair trade? What happens when the market fails/who gains and who loses from unregulated trade? • The extent that supporters of fair trade actually practise it/ regulation is a necessity in reality? • The aims and effectiveness of existing regulations/ World Trade Organisation activities/ fair trade policies/ protectionist measures/ tariffs/quotas. • Free v Fair trade. • A judgement as to whether fair trade is a practical way of organising international trading relations or not. <p>AO1 Knowledge and Understanding Level 6 (14 – 16 marks) A wide range of detailed knowledge and understanding demonstrated with thorough explanations of what fair trade theory is and how it is supposed to operate. There is thorough discussion of the issues involved and detailed exemplification of the possible responses.</p> <p>Level 5 (11 – 13 marks) A sound range of relevant and accurate knowledge is demonstrated. There is sound discussion of the issues involved and sound exemplification of the possible responses.</p> <p>Level 4 (8 – 10 marks) Adequate knowledge, usually relevant and accurate, and adequate identification of the issues involved with some use of exemplification.</p>	[40]	<p>Please refer to the generic levels of response mark scheme on pages 5 to 7.</p> <p>AO1 Accounts for 16 marks AO2 Accounts for 16 marks AO3 Accounts for 8 marks</p>

Question	Answer	Marks	Guidance
	<p>Level 3 (5 – 7 marks) Basic relevant knowledge, usually accurate, and basic discussion of issues with some exemplification.</p> <p>Level 2 (2 – 4 marks) Limited knowledge lacking relevance and accuracy with limited exemplification.</p> <p>Level 1 (1 mark) Little knowledge often not relevant or accurate with little exemplification.</p> <p>No Relevant information 0</p> <p>AO2 Analysis and Evaluation</p> <p>Level 6 (14 – 16 marks) Thorough and discriminating analysis of a wide range of evidence to explain what fair trade theory is and how it is supposed to operate. Thorough evaluation with detailed exemplification.</p> <p>Level 5 (11 – 13 marks) Sound interpretation and evaluation of the concept of fair trade supported by sound exemplification.</p> <p>Level 4 (8 – 10 marks) Adequate accurate interpretation and evaluation of the issues involved with some use of exemplification.</p> <p>Level 3 (5 – 7 marks) Basic relevant analysis and evaluation of issues with some exemplification.</p> <p>Level 2 (2 – 4 marks) Limited evaluation lacking relevance and accuracy and limited exemplification.</p> <p>Level 1 (1 mark) Little analysis often not relevant or accurate with no evaluation or exemplification</p> <p>No Relevant information 0</p> <p>AO3 Research skills and methods</p> <p>Level 6 (7 - 8 marks) Wide range of methods competently deployed to support arguments. Valid conclusions supported by evidence accurately and coherently communicated. Spelling punctuation and grammar accurate; meaning is very clear.</p> <p>Level 5 (5 - 6 marks)</p>		

Question	Answer	Marks	Guidance
	<p>Sound range of methods deployed to support arguments. Valid conclusions reached some supported by evidence clearly communicated. Spelling punctuation and grammar accurate; meaning is clear.</p> <p>Level 4 (4 marks)</p> <p>Adequate range of methods chosen and used appropriately. Conclusions generally valid but not always supported by evidence and communicated in a structured way. Spelling punctuation and grammar have some inaccuracies; meaning is generally clear.</p> <p>Level 3 (3 marks)</p> <p>Basic relevant methods selected and appropriately used. Sources sometimes used to relevantly support arguments communicated in an unstructured way. Spelling punctuation and grammar have some inaccuracies; meaning is not always clear.</p> <p>Level 2 (2 marks)</p> <p>Limited range of methods selected and not always used appropriately. Sources occasionally used to support limited arguments and conclusions not closely related to evidence and communication is vague. Spelling punctuation and grammar inaccurate; meaning is often unclear.</p> <p>Level 1 (1 mark)</p> <p>Few appropriate methods used. Sources only loosely related to arguments. Conclusions inadequately supported by evidence and are unclear. Spelling punctuation and grammar inaccurate and obscure meaning.</p> <p>No Relevant information 0</p>		

Question	Answer	Marks	Guidance
4	<p>To what extent does equality of opportunity in relation to gender depend on where you live in the world?</p> <p>Indicative Content Candidates could refer to :</p> <ul style="list-style-type: none"> • The difference between theories – many societies claim to support equality and practise - there is no clear standard of what equality is and what principles should apply. • Definitions of equality and discrimination. Can principles be codified and applied world- wide? • The religious and ethical backgrounds to ideas of equality and unfair discrimination. • The extent to which the concept of gender discrimination applies equally around the globe. • The extent to which equal opportunity/anti-discrimination policies are implemented where they have been codified. • A judgement as to what degree gender equality exists internationally or is realistically achievable. <p>AO1 Knowledge and Understanding Level 6 (14 – 16 marks) A wide range of detailed knowledge and understanding demonstrated with thorough explanations of what gender equality is and the challenges that face it. There is thorough discussion of the issues involved and detailed exemplification of the possible responses.</p> <p>Level 5 (11 – 13 marks) A sound range of relevant and accurate knowledge is demonstrated. There is sound discussion of the issues involved and sound exemplification of the possible responses.</p> <p>Level 4 (8 – 10 marks) Adequate knowledge, usually relevant and accurate, and adequate identification</p>	[40]	<p>Please refer to the generic levels of response mark scheme on pages 5 to 7.</p> <p>AO1 Accounts for 16 marks AO2 Accounts for 16 marks AO3 Accounts for 8 marks</p>

Question	Answer	Marks	Guidance
	<p>of the issues involved with some use of exemplification.</p> <p>Level 3 (5 – 7 marks) Basic relevant knowledge, usually accurate, and basic discussion of issues with some exemplification.</p> <p>Level 2 (2 – 4 marks) Limited knowledge lacking relevance and accuracy with limited exemplification.</p> <p>Level 1 (1 mark) Little knowledge often not relevant or accurate with little exemplification.</p> <p>No Relevant information 0</p> <p>AO2 Analysis and Evaluation</p> <p>Level 6 (14 – 16 marks) Thorough and discriminating analysis of a wide range of evidence to explain what gender equality is and the challenges that face it. Thorough evaluation with detailed exemplification.</p> <p>Level 5 (11 – 13 marks) Sound interpretation and evaluation of the causes of the global contrasts in health supported by sound exemplification.</p> <p>Level 4 (8 – 10 marks) Adequate accurate interpretation and evaluation of the issues involved with some use of exemplification.</p> <p>Level 3 (5 – 7 marks) Basic relevant analysis and evaluation of issues with some exemplification.</p> <p>Level 2 (2 – 4 marks) Limited evaluation lacking relevance and accuracy and limited exemplification.</p> <p>Level 1 (1 mark) Little analysis often not relevant or accurate with no evaluation or exemplification</p> <p>No Relevant information 0</p> <p>AO3 Research skills and methods</p> <p>Level 6 (7 - 8 marks) Wide range of methods competently deployed to support arguments. Valid conclusions supported by evidence accurately and coherently communicated. Spelling punctuation and grammar accurate; meaning is very clear.</p>		

Question	Answer	Marks	Guidance
	<p>Level 5 (5 - 6 marks) Sound range of methods deployed to support arguments. Valid conclusions reached some supported by evidence clearly communicated. Spelling punctuation and grammar accurate; meaning is clear.</p> <p>Level 4 (4 marks) Adequate range of methods chosen and used appropriately. Conclusions generally valid but not always supported by evidence and communicated in a structured way. Spelling punctuation and grammar have some inaccuracies; meaning is generally clear.</p> <p>Level 3 (3 marks) Basic relevant methods selected and appropriately used. Sources sometimes used to relevantly support arguments communicated in an unstructured way. Spelling punctuation and grammar have some inaccuracies; meaning is not always clear.</p> <p>Level 2 (2 marks) Limited range of methods selected and not always used appropriately. Sources occasionally used to support limited arguments and conclusions not closely related to evidence and communication is vague. Spelling punctuation and grammar inaccurate; meaning is often unclear.</p> <p>Level 1 (1 mark) Few appropriate methods used. Sources only loosely related to arguments. Conclusions inadequately supported by evidence and are unclear. Spelling punctuation and grammar inaccurate and obscure meaning.</p> <p>No Relevant information 0</p>		

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