

Xxxx 2013 – Morning/Afternoon

**AS GCE HUMANITIES**

**G102**

**Unit 2** People, Community and Power

Candidates answer on this Question Paper.

**OCR supplied materials:**

- An Insert (Unit 2 – inserted)
- Sources for Q1 and Q2

**Other materials required:**

None

**Duration:** 1 hour 30 minutes



Candidate forename		Candidate surname	
Centre number		Candidate number	

## INSTRUCTIONS TO CANDIDATES

- The Insert will be found in the centre of this document.
- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **both** questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- You must use your own knowledge and the sources in the Insert to answer Questions 1 and 2.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

## INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **80**.
- You will be awarded marks in questions 1(c) and 2(c) for the quality of written communication including spelling, punctuation and grammar.
- This document consists of **20** pages. Any blank pages are indicated.

CONTENTS	
Question 1(a)	See page 3
Question 1(b)	See page 4
Question 1(c)	See page 6
Question 2(a)	See page 10
Question 2(b)	See page 11
Question 2(c)	See page 13
Additional lined pages	See pages 17 - 19

Read Sources A - C on the Insert and use them when answering Question 1.

- 1 (a)** Using Source A, describe what impact the abolition of the Human Rights Act 2000 would have on people in the United Kingdom. **[5]**
- (b)** Explain the argument being made in Source C about the basis on which governments are entitled to govern and the measures that should be taken against a government which fails to govern correctly. **[10]**
- (c)** Use your own knowledge to assess how far Sources A - C support the proposition that governments must 'respect, protect and promote' human rights for them to become a universal reality. **[25]**

Read Sources D - F on the Insert and use them when answering Question 2.

- 2 (a)** Use Source D to describe why the Attorney General issued a warning. **[5]**
- (b)** Use Source E to explain the contradictions which exist between the individual's right to privacy and freedom of speech. **[10]**
- (c)** Use your own knowledge to assess how far Sources D - F support the view that the modern media protect and preserve individual rights and freedoms. **[25]**

3

Answer **all** the questions

Read Sources A - C on the Insert and use them when answering Question 1.

- 1(a)** Using Source A, describe what impact the abolition of the Human Rights Act 2000 would have on people in the United Kingdom. **[5]**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**1(b)** Explain the argument being made in Source C about the basis on which governments are entitled to govern and the measures that should be taken against a government which fails to govern correctly. **[10]**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

**1(c)** Use your own knowledge to assess how far Sources A - C support the proposition that governments must 'respect, protect and promote' human rights for them to become a universal reality.

**[25]**

[illegible]

[illegible]

[illegible]



[illegible]



**2(b)** Use Source E to explain the contradictions which exist between the individual's right to privacy and freedom of speech.

**[10]**

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

**2(c)** Use your own knowledge to assess how far Sources D – F support the view that the modern media protect and preserve individual rights and freedoms.

**[25]**

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings on the page.

[illegible]

[illegible]

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

**END OF QUESTION PAPER**



**Additional Page:** If you use the following lined page to complete the answer(s) to any questions, the question number(s) must be clearly shown in the margin.

The page is designed for writing answers. It features a vertical solid line on the left side, creating a margin. To the right of this line, there are 25 horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page.

**Additional Page:** If you use the following lined page to complete the answer(s) to any questions, the question number(s) must be clearly shown in the margin.

The page is designed for writing answers. It features a vertical solid line on the left side, creating a margin. To the right of this line, there are 25 horizontal dotted lines for writing. The lines are evenly spaced and extend across the width of the page.

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This form consists of a vertical solid line on the left side, creating a margin. To the right of this line are horizontal dotted lines spaced evenly down the page, providing a guide for writing answers.

**PLEASE DO NOT WRITE ON THIS PAGE**



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Xxxx 2013 – Morning/Afternoon

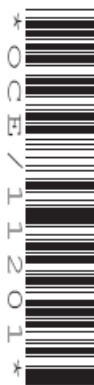
**AS GCE HUMANITIES**

**G102**

Unit 2 – People, Community and Power

**INSERT – SOURCES FOR QUESTIONS 1 and 2**

**Duration:** 1 hour 30 minutes



**INSTRUCTIONS TO CANDIDATES**

- You must use your own knowledge and the sources in this Insert to answer Questions 1 and 2.

**INFORMATION FOR CANDIDATES**

- This document consists of **5** pages. Any blank pages are indicated.

**INSTRUCTIONS TO EXAMS OFFICER/INVIGILATOR**

- Do not send this Insert for marking; it should be retained in the centre or destroyed.

## Sources for Question 1

**Source A: The History of Universal Human Rights**

Date	Event	Achievement
1215	Magna Carta	No free man shall be imprisoned without a fair trial by his equals
1381	The Peasants Revolt	All men were created alike – bondage and servitude came in by the unjust oppression by men
1776	The American Declaration of Independence	We hold these truths to be self-evident that all men are created equal
1789	The Declaration of the Rights of Man	Men are born and remain free and equal in rights
1948	The Universal Declaration of Human Rights	All human beings are born free and equal in dignity and rights
1950	The European Convention on Human Rights	All signatories to the Convention agree to enforce the rights in all its articles
2000	The Human Rights Act	Enables ordinary citizens to take governments to the European Court of Human Rights

**Source B: On August 28<sup>th</sup> 1963 Martin Luther King addressed a civil rights march on Washington D. C.**

... we have come here today to dramatize an appalling condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men would be guaranteed the inalienable rights of life, liberty, and the pursuit of happiness.

**Source C: Extract from the US Declaration of Independence adopted by the Continental Congress July 4<sup>th</sup> 1776**

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

## Sources for Question 2

### Source D: The Ideal Suspect?

The murder of Joanna Yeates in December 2010 attracted widespread media coverage. Heavy snow covered most of the UK. What else was there to do except watch the rolling 24 hour news coverage of the hunt for an attractive, professional young woman? In the eyes of the media, Ms Yeates was the 'ideal victim' – white, female, professional. Many watching the ongoing bulletins thought, "That could be my daughter/sister/girlfriend/me." But for many, her landlord, Chris Jeffries, was the ideal suspect.

Following an ill-advised exchange with a news reporter, Mr. Jeffries was arrested. His anonymity was no longer protected. He was described in the press by a variety of negative adjectives. The fact that he was "a loner" seemed to be taken as proof of his guilt.

This prompted the attorney general to issue this warning –  
"We need to avoid a situation where trials cannot take place or are prejudiced as a result of irrelevant or improper material being published, whether in print form or the internet, in such a way that a trial becomes impossible."

Mr. Jeffries was eventually released without charge. A second man later admitted responsibility for Ms Yeates' death, but not her murder. The large scale media intrusion into Mr Jeffries' private life revealed a particularly prejudiced attitude towards those who may be perceived as naive or eccentric.

### Source E: Twitter faces legal action by footballer over privacy

A footballer has launched legal action against Twitter after a number of the microblogging site's users claimed to reveal the name of the player who allegedly had an affair with a model. The footballer's legal team began the legal action at the high court in London on Wednesday, in what is thought to be the first action against the US social media firm and its users. The lawsuit lists the defendants as "Twitter Inc and persons unknown" and described them as those "responsible for the publication of information on the Twitter accounts".

Earlier this month, someone unknown published the names of various people who had allegedly taken out gagging orders to conceal sexual indiscretions on a Twitter account. The account rapidly attracted more than 100000 followers. Twitter declined to comment.

The lord chief justice, Lord Judge, said Twitter and its users were totally out of control when it comes to privacy injunctions and court orders.

Source F: The News of the World closes as a result of phone hacking



*"This model sends back a prerecorded message to any hacker."*

### News of the World Phone Hacking Timeline

#### July 2009

It came out that News of the World journalists unlawfully gained access to messages from the mobile devices of politicians and celebrities. Senior members of staff at the News of the World were said to have knowledge of this.

#### November 2009

The Press Complaints Commission stated it had not seen any new evidence that the paper's senior staff knew about the hacking.

#### September 2010

Members of Parliament asked their standards watchdog to start a fresh investigation into the hacking allegations at the News of the World.

#### January 2011

Police opened a fresh investigation after receiving additional allegations from people claiming their mobile phones had been hacked. This investigation was called 'Operation Weeting'.

#### February 2011

A statement was released by the Metropolitan Police stating officers had discovered more possible victims of phone hacking while going over records during the investigation.

#### July 2011

The owners of the News of the World, News Corporation, announced it would shut down the newspaper. The edition printed on 10<sup>th</sup> July was the last.



**Copyright Information:**

- Source B     *The unanimous Declaration of the thirteen united States of America*, July 4, 1776,  
<http://www.ushistory.org/declaration/document/>, ushistory.org
- Source C     Martin Luther King, *I have a Dream Speech August 28, 1963*, <http://www.mlkonline.net/dream.html>, MLK Online
- Source D     Adapted - Copyright Guardian News & Media Ltd 2011 – Contributor Mark Thomson
- Source E     Copyright Guardian News & Media Ltd 2011 – Contributor Josh Halliday
- Source F     Image from [www.CartoonStock.com](http://www.CartoonStock.com)

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**SPECIMEN**

**...day January/June 2013 – Morning/Afternoon**

**AS GCE HUMANITIES**

**G102**

**MARK SCHEME**

**Duration:** 1 hour 30 minutes

**MAXIMUM MARK      80**

**DRAFT**

Version: **X** Last updated: **XX/XX/2013**

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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses ('scripts') and the **number of required** standardisation responses

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question
- Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)
8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Subject-specific Marking Instructions

Questions 1 and 2 part (c) The approach to marking should be 'best fit' using the following grid.

	<b>AO1 7 marks</b>	<b>AO2 10 marks</b>	<b>AO3 8 marks</b>
<b>Level</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> <b>6-7 marks</b>	<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> <b>8-10 marks</b>	<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> <b>7-8 marks</b>
<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> <b>4-5 marks</b>	<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> <b>5-7 marks</b>	<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> <b>5-6 marks</b>

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Level	AO1 7 marks	AO2 10 marks	AO3 8 marks
	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"> <li>Limited, relevant and accurate knowledge demonstrated.</li> <li>Limited or partial explanations.</li> </ul> <p><b>2-3 marks</b></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><b>2-4 marks</b></p>	<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 related to task, but some vagueness in communication.</li> <li>Spelling, punctuation and grammar have some inaccuracies and meaning not always clear.</li> </ul> <p><b>3-4 marks</b></p>
1	<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><b>1 mark</b></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><b>1 mark</b></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 meaning obscured.</li> </ul> <p><b>1-2 marks</b></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	Marks	Guidance
1	(a)	<p><b>AO1 5 marks</b>  <b>Indicative Content</b>  <b>Source A</b></p> <ul style="list-style-type: none"> <li>Human Rights Act gives redress to ordinary citizens if governments abuse their rights.</li> <li>Enshrines earlier rights in law.</li> </ul> <p><b>Level 4 (5 marks)</b>  Relevant accurate and detailed knowledge demonstrated. Thorough descriptions with excellent detail.  Candidate demonstrates an awareness that the Human Rights Act enshrines rights in law with the consequent safeguard of legal action/sanction to protect individuals from abuse. Repeal would weaken the safeguarding of rights because this would now be dependent on governments being willing to act to enforce rights. It would end appeal to European Court of Human Rights.</p> <p><b>Level 3 (3-4 marks)</b>  Sound knowledge base with descriptions supported by limited evidence. Candidate clearly understands that repeal could have major impacts on the safeguarding of rights. Descriptions are general and lack specific details.</p> <p><b>Level 2 (2 marks)</b>  Some basic knowledge leading to limited and/or partial description. Candidate makes a limited/partial statement that suggests this would be a change for the worse.</p> <p><b>Level 1 (1 mark)</b>  Little knowledge presented in a vague way with little understanding. Protection of rights would get worse. No attempt to explain how or why.</p> <p><b>Level 0 (0 marks)</b> No relevant material.</p>	[5]	

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Question		Answer	Marks	Guidance
1	(b)	<p><b>AO1 4 marks; AO2 6 marks</b> <b>Indicative Content</b></p> <p><b>Source C makes the following points:</b></p> <ul style="list-style-type: none"> <li>• men are endowed with unalienable rights</li> <li>• these are life, liberty and the pursuit of happiness</li> <li>• governments are created to ensure these rights</li> <li>• government powers come from the agreement of the governed</li> <li>• when government does not ensure rights it can be altered/abolished</li> <li>• a new, more appropriate government should take its place.</li> </ul> <p><b>Level 4 (7-10 marks)</b> Clear evidence of extraction from the source to support the explanation being put forward. Provides detailed evidence of the basis for forming governments and the grounds on which they can be removed or replaced.</p> <p>A detailed explanation of the development of the concept that the primary role of government is to protect individual rights. This stems from the innate rights of all people and means that government owes its legitimacy to the agreement of the governed. As a consequence failure to govern correctly will lead to change or abolition.</p> <p><b>Level 3 (4-6 marks)</b> Good evidence of extraction from the source to support the explanation being put forward. Provides evidence of the basis for forming governments and the grounds on which they can be removed or replaced.</p> <p>A convincing explanation of the development of the concept that the primary role of government is to protect individual rights but supported by some evidence. Does not fully develop the explanation and may not include all relevant information.</p>	[10]	



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Question			Answer	Marks	Guidance
			<p><b>Level 2 (2-3 marks)</b> Some basic extraction leading to limited and/or partial explanation.</p> <p>A limited or partial explanation of the development of the concept that the primary role of government is to protect individual rights supported by limited evidence. No real attempt to develop the explanation and little relevant information deployed.</p> <p><b>Level 1 (1 mark)</b> Little extraction presented in a vague way with little understanding.</p> <p>An explanation of the development of the concept that basic human rights are implicit and it is the role of the state to facilitate this which attempts analysis, interpretation and evaluation with little success.</p> <p><b>Level 0 (0 marks)</b> No relevant material.</p>		
1	(c)		<p><b>Please refer to the generic levels of response mark scheme on pg 4-5 AO7 marks; AO2 10 marks; AO3 8 marks</b></p> <p><b>Indicative Content</b></p> <p><b>Source A</b> supportive as it describes the historical process by which human rights have eventually become an issue that governments promote.</p> <p><b>Source B</b> supportive as it illustrates how government can subvert the rights of people for its own ends and the problems that can cause for individuals, groups and society in general.</p> <p><b>Source C</b> supportive as it describes the basis on which government has the right to exist by consent from the people it governs. The basis of that consent is the protection of unalienable rights.</p>	[25]	

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Question			Answer	Marks	Guidance
			<p><b>Own knowledge</b></p> <p>Candidates might mention the following:</p> <ul style="list-style-type: none"> <li>• other examples from their own studies of governmental abuse of power such as: <ul style="list-style-type: none"> <li>-Apartheid in South Africa</li> <li>-The Civil Rights movement in the USA</li> </ul> </li> <li>• examples where government is the only agency able to intervene e.g. discrimination on racial, sexual, religious grounds</li> <li>• human rights have always been vulnerable until governmental involvement.</li> </ul> <p><b>Level 4</b></p> <p>Points similar to the above are cogently argued, with quotations from 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 on the degree of support offered by the sources, closely related to evidence.</p> <p><b>Level 3</b></p> <p>Several points similar to the above are argued, with quotations from the sources plus examples from own knowledge which are support the points being made well.</p> <p>Candidate comes to a clear conclusion on the degree of support offered by the sources, based on evidence.</p> <p><b>Level 2</b></p> <p>Some points similar to the above are made, with quotations from the 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 on the degree of support offered by the sources but this is only loosely evidenced.</p>		

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Question			Answer	Marks	Guidance
			<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 lacking.</p> <p><b>Level 0 (0 marks)</b> No relevant material.</p>		
2	(a)		<p><b>AO1 5 marks</b> <b>Indicative Content</b></p> <p><b>Source D</b> Media portrayal of Mr Jeffries was prejudicial to fair trial. Media has described him in a negative way which almost presupposed his guilt.</p> <p><b>Levels of Response</b></p> <p><b>Level 4 (5 marks)</b> Detailed description of how fair trial was prejudiced by media coverage with examples from the source – jury might be influenced by what they had read.</p> <p><b>Level 3 (3-4 marks)</b> Description of negative coverage suggesting guilt without any reference to real evidence.</p> <p><b>Level 2 (2 marks)</b> Generalised description that media coverage was negative.</p> <p><b>Level 1 (1 mark)</b> Description of events but not directly linked to issues of fair trial.</p> <p><b>Level 0 (0 marks)</b> No relevant material.</p>	[5]	

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Question		Answer	Marks	Guidance
2	(b)	<p><b>AO1 4 marks; AO2 6 marks</b></p> <p><b>Indicative Content</b></p> <p><b>Source E and own knowledge</b></p> <ul style="list-style-type: none"> <li>• Social networking media allow a large number of people to spread information. This could be seen as free speech.</li> <li>• Individuals have a right to privacy – should this be set aside just because they are famous?</li> <li>• People in the public eye make a living by ‘courting’ the media and the publicity they can generate. Should they not then ensure their behaviour bears scrutiny?</li> <li>• Apparent inequalities regarding super injunctions – men protected/women named, rich have access to or protection of the law/‘ordinary’ people do not have the same degree of access or protection.</li> <li>• European Convention mentions ‘protection of rights/freedoms of others – model was named in the press while the footballer wasn’t. Are her rights less important/equal?</li> <li>• Convention also mentions ‘protection of health or morals’ – if the activity could be considered as ‘immoral’, does that nullify the right to anonymity/privacy?</li> <li>• Famous sportspersons/politicians are role models and their behaviour should reflect that.</li> <li>• It’s a free country so people can live how they like as long as it’s lawful behaviour.</li> <li>• Privacy laws vs Free Press.</li> <li>• The public interest vs what the public is interested in.</li> </ul>	[10]	

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SPECIMEN

Question			Answer	Marks	Guidance
			<p><b>Level 4 (7-10 marks)</b> Clear analysis and interpretation of detailed evidence extracted from the source and own knowledge to explore contradictions for right to privacy. Good analysis and interpretation of the source leads to a thorough evaluation of the strengths and weaknesses of the case.</p> <p><b>Level 3 (4-6 marks)</b> Sound interpretation of the source with a sound attempt to evaluate the contradictions, backed up by own knowledge.</p> <p><b>Level 2 (2-3 marks)</b> A limited or partial explanation of the contradictions supported by some evidence. Limited interpretation of the source with a little attempt to evaluate the strengths and weaknesses of the case. Agreement or disagreement supported with limited attempt to provide evidence.</p> <p><b>Level 1 (1 mark)</b> A description of some of the contradictions surrounding the right to privacy which is simplistic.</p> <p><b>Level 0 (0 marks)</b> No relevant material.</p>		
2	(c)		<p><b>Please refer to the generic levels of response mark scheme on pg 4-5</b> <b>AO7 marks; AO2 10 marks; AO3 8 marks</b></p> <p><b>Indicative Content</b> <b>Source D</b> <b>Rights explored:</b></p> <ul style="list-style-type: none"> <li>• Right to anonymity (or not).</li> <li>• Right of free speech.</li> <li>• Right to a fair trial.</li> <li>• Right to privacy – invaded without good cause.</li> </ul>	[25]	

G102

Mark Scheme

SPECIMEN

Question			Answer	Marks	Guidance
			<p>The notion of 'in the public interest' or 'the public's right to know' (implicit) How much was this in the public interest?</p> <p><b>Source E</b> – Is Twitter subject to US or UK law? Twitter users defy authority of courts to name footballer. To what extent is this in the public interest?</p> <p>Candidates might refer to some/all of the following:</p> <ul style="list-style-type: none"> <li>• naming suspects</li> <li>• the notion of innocence until proved guilty</li> <li>• victimising those who are 'different' or who do not conform to accepted conventions</li> <li>• identifying/protecting criminals</li> <li>• victims of murder have no anonymity/protection from libel</li> <li>• need for justice to be done (and to be seen to be done)</li> <li>• individual human rights</li> <li>• at what point do victim's rights cease and suspect's rights start?</li> <li>• globalisation – different laws in different countries</li> <li>• different attitudes to crime</li> <li>• can find information from foreign press</li> <li>• definition of 'in the public interest'</li> <li>• victims can be named but in some countries, suspects are guaranteed anonymity</li> <li>• right to a fair trial</li> </ul>		

G102

Mark Scheme

SPECIMEN

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>• trial by media – people’s reputations can be damaged by false accusations and innuendo. Innocent people falsely accused – it’s difficult/expensive to sue for defamation of character/slander/libel. Character assassination</li> <li>• harassment laws. ‘Doorstepping’ people</li> <li>• should people be informed in advance that a story about them will be released?</li> <li>• some right infringe on the rights of others e.g. public safety vs Anonymity/new identity of a rehabilitated criminal.</li> </ul> <p><b>Source F</b> – Are the media subject to the law? Journalists hack private phone conversations to pursue stories. To what extent is this in the public interest?</p> <p><b>Own Knowledge</b></p> <p>Candidates might refer to some/all of the following:</p> <ul style="list-style-type: none"> <li>• the notion of innocence until proved guilty</li> <li>• victimising those who are ‘different’ or who do not conform to an accepted standard</li> <li>• identifying/protecting criminals</li> <li>• victims of murder have no anonymity</li> <li>• individual human rights</li> <li>• definition of ‘in the public interest’</li> <li>• victims can be named but in some countries, suspects are guaranteed anonymity</li> </ul>		

G102



Mark Scheme

SPECIMEN

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>• right to a fair trial</li> <li>• trial by media – people’s reputations can be damaged by false accusations and innuendo. Innocent people falsely accused – it’s difficult/expensive to sue for defamation of character/slander/libel. Character assassination</li> <li>• harassment laws. ‘Door stepping’ people.</li> </ul> <p><b>Level 4</b> Points similar to the above are cogently argued, with quotations from the sources plus examples from own knowledge which are highly relevant and support the points being made closely. Candidate comes to a clear conclusion closely related to evidence presented.</p> <p><b>Level 3 (13 - 18 marks)</b> Several points similar to the above are argued, with quotations from the sources plus examples from own knowledge which support the points being made well.  Candidate comes to a clear conclusion based on evidence.</p> <p><b>Level 2 (7 - 12 marks)</b> Some points similar to the above are made, with quotations from the sources plus examples from own knowledge which are evaluated in a limited way and loosely related to the points being made.  Candidate comes to a conclusion but this is only loosely evidenced.</p> <p><b>Level 1 (1 - 6 marks)</b> Few relevant points are made. Little evidence is offered in support. Sources are not used to support point. Conclusion is superficial, unclear or lacking.</p> <p><b>Level 0 (0 marks)</b> No relevant material.</p>		



**Assessment Objectives (AO) Grid**(includes quality of written communication )

Question	AO1	AO2	AO3	Total
1(a)	5	0	0	5
1(b)	4	6	0	10
1(c) 	7	10	8	25
2(a)	5	0	0	5
2(b)	4	6	0	10
2(c) 	7	10	8	25
<b>Totals</b>	<b>32</b>	<b>32</b>	<b>16</b>	<b>80</b>