GCSE

WJEC GCSE Social Studies

Approved by Qualifications Wales

Sample Assessment Materials

Unit 3: Social Change in Contemporary Society

Teaching from 2026
For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

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Ready for the world.

WJEC would like to thank the students and teachers of Fitzalan High School, Cardiff and Llanwern High School, Newport for their participation in the creation of these covers.

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Surname	Centre number	Candidate number
First name(s)		0

GCSE

3170U3

GCSE Social Studies – Unit 3 Social Change in Contemporary Society

1 Hour 15 minutes

SAMPLE ASSESSMENT MATERIALS

Additional materials

- A ruler
- A calculator.

Instructions to candidates

Use black ink or black ball-point pen. Do **not** use gel pen or correction fluid.

You may use a pencil for graphs and diagrams only.

Write your name, centre number and candidate number in the spaces provided at the top of this page.

Answer **all** questions.

For examiner's use only		
Question	**Maximum mark**	**Mark awarded**
1.	**3**	
2.	**2**	
3.	**4**	
4.	**3**	
5.	**2**	
6.	**2**	
7.	**20**	
8.	**4**	
9.	**6**	
10.	**6**	
11	**8**	
Total	**60**	

Write your answers in the spaces in this booklet. If you need more space, use the additional page(s) at the back of this booklet. Number the question(s) correctly.

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 available is **60.**

You should think carefully about how you use your time.

Your responses must be clear, accurate and well presented.

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Answer **all** questions.

1. Identify **three** key features of social change from the box below. [3]

Examiner only

rapid change	moderate impact	incremental process
radical restructuring	gradual change	profound impact

1….....

2.....

3.....

2. State **two** aspects that happen in the preliminary stage of a social movement. [2]

1….....….....

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2.....

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3. Give **four** features of a hunter-gatherer society. [4]

1….....….....

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3….....….....

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4. Outline **one** type of social movement from Aberle's categorisation. [3]

Use an example in your answer.

Examiner only

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5. List **two** characteristics of a social movement. [2]

1…....….....

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Examiner only

6. Source 1 – Number of 18-year-old university applicants from Northern Ireland and Wales (Data supplied by UCAS)

Year	Number of applicants (aged 18 from Wales)	Number of applicants (aged 18 from Northern Ireland)
2016	11,950	11,790
2018	11,270	11,050
2020	10,930	10,720
2022	12,890	12,070
2024	11,750	11,760

A blogger is worried that some 18-year-olds in Wales are not applying to university because of economic factors, such as increasing tuition fees and student debt.

The blogger concluded that 'in 2024, the number of 18-year-olds in Wales applying to university declined to its lowest rate since 2016 and is now much lower than other UK nations like Northern Ireland'.

Explain why this conclusion may not be correct. [2]

Use evidence from Source 1 to support your answer.

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Examiner only

7. (a) Following the Second World War, South Korea introduced a series of reforms to bring about social change.

Suggest **one** category of social change for each of the reforms in the table. [3]

Reform	Category of social change
Land redistributed to farmers (1945–1949)	
Shift from jobs in agriculture to manufacturing and technology (1960s–1980s)	
Shift from military rule to democracy (1987)	

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Examiner only

Source 2

K-Pop (Korean pop music) is listened to by millions of people and South Korean film and television dramas are popular on streaming services around the world. For many young South Koreans, 'flexing' (the buying of luxury goods, designer fashion, gadgets, cars etc) is a way to gain status, identity, and belonging in society. South Korea is amongst the world's top spending societies in terms of luxury goods and designer brands.

However, South Korean society is relatively conservative, homogenous, with limited immigration or multicultural integration. It also has a strong tradition of 'language purism', where they aim to preserve the Korean language by minimising the use of foreign words in media and education. Foreign media is often adapted, and representation of non-Korean cultures is limited by regulation. Even McDonald's has had to adapt its offering with the Bulgogi burger, designed to win over customers in South Korea.

(b) Explain how cultural factors can help and hinder globalisation. [6]

You must refer to information from Source 2 in your answer.

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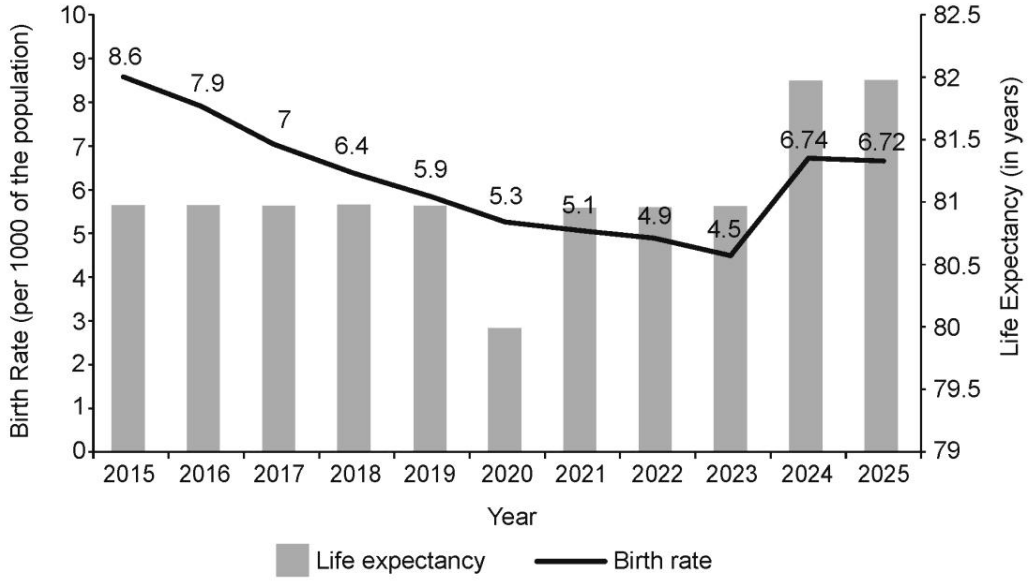
Examiner only

Source 3 – The birth rates and life expectancy in South Korea between 2015 and 2025



(c) Review the trends in birth rate and life expectancy in South Korea between 2015 and 2025. [4]

Use the data in Source 3.

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(d) Calculate the mean life expectancy in South Korea between 2015 and 2025 to two decimal places. [1]

Examiner only

Use the data in Source 3.

Mean life expectancy =…….....

(e) Assess how birth, life expectancy and mortality rates contribute to social change. [6]

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Examiner only

8. Rachel is concerned about the impact of litter on wildlife. For the last two weeks, for 30 minutes every day she has picked up litter in her local park.

Although the other park users can see Rachel picking up litter, no one else has offered to help her and other park users still drop litter.

Suggest **two** improvements that Rachel could make to gain support for her cause.

Use your knowledge of behaviours and psychological processes that can bring about social change in your answer. [4]

Improvement 1:

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Improvement 2:

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9. Describe the aim and actions of the social changemaker Hanef Bhamjee. [6]

Examiner only

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10. Assess the impact of the Welsh language movement. [6]

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11. Evaluate the view that globalisation can cause regressive social change. [8]

Examiner only

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END OF QUESTIONS

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Question number	Additional page, if required. Write the question number(s) in the left-hand margin.
	…… ……

Examiner only

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MARK SCHEME

Guidance for examiners

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising candidates for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. The inclusion of *'Credit any other valid response.*' (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

Banded mark schemes

For band marked questions mark schemes are in two parts; the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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The marking of banded mark questions should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors most closely matches the work.

Stage 2 – Deciding on the mark

Having determined the appropriate band, deciding on the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should use the full range of marks available to them. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria, and all responses must be marked according to the banded levels provided for each question.

Standardising material that has already been awarded a mark will be provided during standardising and this should be used as a reference material when assessing work. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

This mark scheme instructs examiners to look for and reward valid alternatives where indicative content is suggested for an answer. This is not a checklist for expected content in an answer, or set out as a 'model answer', as responses must be marked in the banded levels of response provided for each question. Where a candidate provides a response that contains aspects or approaches not included in the indicative content, examiners should use their professional judgement to determine the validity of the response in light of the task and reward as directed by the bands. Candidates are free to choose any approach that is relevant to the set task. Candidates can (and will most likely) incorporate ideas other than those mentioned in the mark scheme.

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Question	Answer	AO1	AO2	AO3	Total Mark
1.	Identify **three** key features of social change from the box below. rapid change | moderate impact | incremental process radical restructuring | gradual change | profound impact				
	Award **one** mark for each correct key characteristic selected, up to **three** marks: • gradual change (1) • incremental process (1) • moderate impact (1).	3			3

Question	Answer	AO1	AO2	AO3	Total Mark
2.	State **two** aspects that happen in the preliminary stage of a social movement.				
	Award **one** mark for each correct aspect: • people become aware of an issue (1) • leaders of the movement start to emerge (1).	2			2

Question	Answer	AO1	AO2	AO3	Total Mark
3.	Give **four** features of a hunter-gatherer society.				
	Award **one** mark for each correct feature, up to **four** marks, for example: • cultural focus: survival, nature, spirituality (1) • economy: subsistence (sharing and reciprocity) (1) • education: informal, oral traditions (1) • living arrangements: nomadic or semi-nomadic (1) • power and governance: tribal or communal leadership (1) • social structure: egalitarian, kin-based (1) • technology: simple tools i.e. stone, wood (1) • workforce: everyone contributes to survival (1).	4			4

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Question	Answer	AO1	AO2	AO3	Total Mark
4.	Outline **one** type of social movement from Aberle's categorisation. Use an example in your answer.				
	A correct type from Aberle's categorisation of social movement would be: • alternative social movement • redemptive social movement • reformative social movement • revolutionary social movement. Award **one** or **two** marks for an accurate outline, for example: • an alternative social movement seeks to make a *partial or limited* change in society (1) and is a change that aims to include *specific individuals* in society (1) • a redemptive social movement seeks to make a *radical* change in society (1) and it is a change that aims to include *specific individuals* in society (1) • a reformative social movement seeks to make a *partial or limited* change in society (1) and is a change that aims to include *everyone* in society (1) • a revolutionary social movement seeks to make a radical change in society (1) and it is a change that aims to include a majority of people in society (1). Award **one** mark for an accurate use of an example, such as: • an example of an alternative social movement is Alcoholics Anonymous (1) • an example of a redemptive social movements are religious movements (1) • an example of a reformative social movement aimed at including everyone is the 'Buy Nothing Day' (1) • an example of a revolutionary social movement aimed at including a majority of people is the counterculture movement of the 1960s (1). Credit any other valid response.	3			3

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Question	Answer	AO1	AO2	AO3	Total Mark
5.	List **two** characteristics of a social movement.				
	Award **one** mark for each characteristic of a social movement listed, up to **two** marks for example: • bottom-up (1) • collective faith in social change (1) • commitment to a 'common goal' (1) • conservative (1) • coordination of activities (1) • innovative (1) • semiformal structure (1). Credit any other valid response.	2			2

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Question	Answer	AO1	AO2	AO3	Total Mark
6.	**Source 1 – Number of 18-year-old university applicants from Northern Ireland and Wales** (Data supplied by UCAS) **Year** / **Number of applicants (aged 18 from Wales)** / **Number of applicants (aged 18 from Northern Ireland)** 2016 / 11,950 / 11,790 2018 / 11,270 / 11,050 2020 / 10,930 / 10,720 2022 / 12,890 / 12,070 2024 / 11,750 / 11,760 A blogger is worried that some 18-year-olds in Wales are not applying to university because of economic factors such as increasing tuition fees and student loan debt. They concluded that 'in 2024, the number of 18 year olds in Wales applying to university declined to its lowest rate since 2016 and is now much lower than other UK nations like Northern Ireland'. Explain why this conclusion may not be correct. Use evidence from Source 1 to support your answer.				
	Award **one** mark for explaining that: • 2018 (11,270) had a lower rate of university applicants from Wales than 2024 (11,750). Award **one** mark for explaining that: • in 2024 the number of university applicants from Wales was lower, but by only 10 applicants, so the conclusion that this is 'much lower' than Northern Ireland is questionable. Credit any other valid response.		2		2

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<table>
<tr><th colspan="2">Question</th><th>Answer</th><th>AO1</th><th>AO2</th><th>AO3</th><th>Total Mark</th></tr>
<tr><td>7.</td><td>(a)</td><td colspan="5">Following the Second World War, South Korea introduced a series of reforms to bring about social change.

Suggest one category of social change for each of the reforms in the table.</td></tr>
<tr><td></td><td></td><td>Award one mark for each correct category of social change, for example:

<table>
<tr><th>Reform</th><th>Category of social change</th></tr>
<tr><td>Land redistributed to farmers (1945–1949).</td><td>• Economic (1)
• Political/legal (1)</td></tr>
<tr><td>Shift from jobs in agriculture to manufacturing and technology (1960s–1980s).</td><td>• Economic (1)
• Technological (1)</td></tr>
<tr><td>Shift from military rule to democracy (1987).</td><td>• Political/legal (1)</td></tr>
</table>

Credit any other valid response.</td><td></td><td>3</td><td></td><td>3</td></tr>
<tr><td></td><td>(b)</td><td colspan="5">Source 2

K-Pop (Korean pop music) is listened to by millions of people and South Korean film and television dramas are popular on streaming services around the world. For many young South Koreans, ‘flexing’ (the buying of luxury goods, designer fashion, gadgets, cars etc.) is a way to gain status, identity, and belonging in society. South Korea is amongst the world’s top spending societies in terms of luxury goods and designer brands.

However, South Korean society is relatively conservative, homogenous, with limited immigration or multicultural integration. It also has a strong tradition of ‘language purism’, where they aim to preserve the Korean language by minimising the use of foreign words in media and education. Foreign media is often adapted, and representation of non-Korean cultures is limited by regulation. Even McDonald’s has had to adapt it’s offering with the Bulgogi burger, designed to win over customers in South Korea.

Explain how cultural factors can help and hinder globalisation.

You must refer to information from Source 2 in your answer.</td></tr>
</table>

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Indicative Content
Answers may refer to the following points. • **Consumer goods** often carry cultural significance (for example, fashion, food, media). Exporting these items spreads cultural values and trends of the originating culture, contributing to a more interconnected global culture. • Consumer preferences for globally significant consumer goods are encouraged through shared global experience, but global brands are known to adapt their offering to cater for regional preferences. • Consumer goods rely on international supply chains and markets. • **Shared global experiences** help globalisation by creating common cultural touchpoints, fostering economic interdependence and encouraging social connectivity across borders. • Events like watching the Olympics, engaging with the same music, films, sports events or consumer products are examples of cultural convergence and these reduce cultural barriers and promote cross-cultural appreciation. • Global advertising campaigns and social media platforms promote consumer goods and shared global experiences across borders, creating shared values, aspirations and lifestyles. This helps build global solidarity and collective action. • **Cultural protectionism** hinders globalisation by limiting the flow of cultural products, ideas, and influences across borders. • It involves policies or practices that aim to preserve national culture and restrict foreign cultural influence, which can slow or block the processes of global integration. • By restricting foreign media and entertainment, governments may limit the number of foreign films, TV shows, or music allowed in their country to protect local industries, but it also reduces exposure to global cultural experiences. • **Language barriers** limit communication and access in society. These can hinder trade and collaboration. Some nations enforce rules requiring media to be in the national language or to reflect national values. This limits the spread of global content and shared experiences. • Cultural tensions can exist if English is seen as a global language, rather than the local language. Source 2 information could be used in the following ways: • K-Pop, South Korean film and television dramas worldwide influence could be linked to shared global experiences. • ‘Flex’ culture and designer preferences could be linked to consumer goods. • ‘Conservative, homogenous with limited immigration…’ could be linked to cultural exchange; cultural resistance; language barriers; values and norms. • Foreign media is often adapted, and the representation of non-Korean cultures, is limited by regulation could be linked to cultural protectionism • Language purism could be linked to language barriers and/or cultural protectionism. • McDonald’s Bulgogi burger could be linked to consumer goods and cultural protectionism. Candidates could also include cultural factors noted in 3.1.4. This is acceptable as long as the explanation of contagious diffusion, hierarchical diffusion or relocation diffusion is linked to globalisation and Source 2. Credit any other valid response.

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Band	AO2
3	**5-6 marks** A convincing explanation that: • shows effective application of knowledge and understanding of how cultural factors can help or hinder globalisation with clear, effective references to the source • provides detail on the factors that help and hinder with effective use of relevant examples • is a clear response that is well organised, well balanced and well structured.
2	**3-4 marks** A good explanation that: • shows clear application of knowledge and understanding of how cultural factors can help and hinder globalisation with some clear references to the source • provides some detail of factors that help and hinder with some use of relevant examples • is a generally clear and structured response.
1	**1-2 marks** A basic response that: • shows little application of knowledge and understanding of how cultural factors can help and hinder globalisation with few, limited reference to the source • provides limited detail of factors that help and hinder with limited or no use of examples • has a lack of clarity in parts, and statements that are linked by a basic structure.
0	**0 marks** Response not creditworthy or not attempted.

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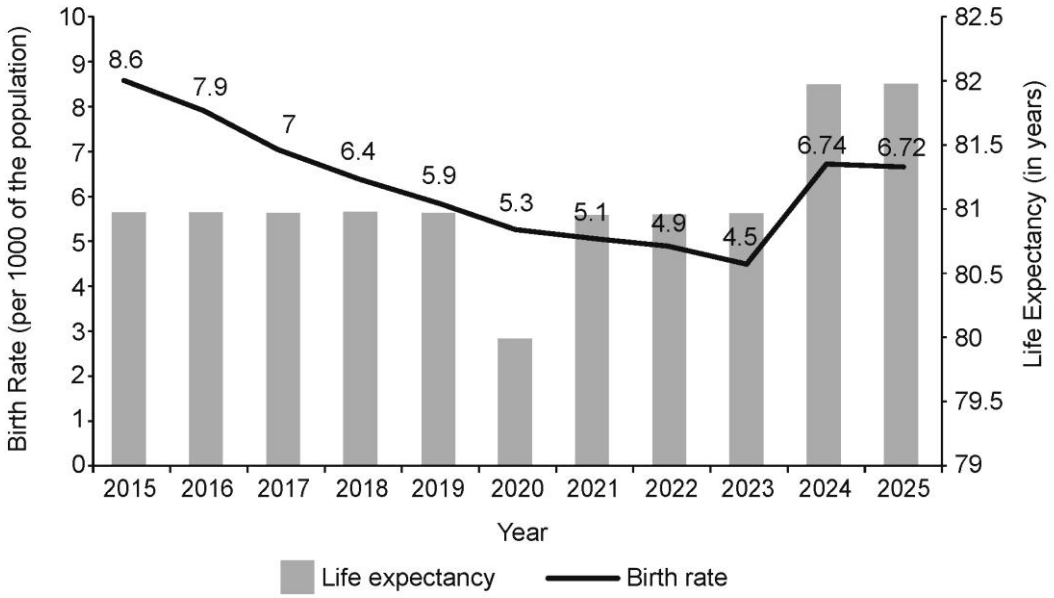
Question	Answer	AO1	AO2	AO3	Total Mark
	(c) **Source 3 – The birth rates and life expectancy in South Korea between 2015 and 2025.**  Review the trends in birth rate and life expectancy in South Korea between 2015 and 2025. Use the data in Source 3.				
	Award **one** mark for each correct trend, up to **four** marks, for example. Birth rate: • the overall trend has been one of decline (between 2015 and 2023) (1) • birthrate almost halved between 2015 and 2023 (1) • increase in birth rate evident in the last two years (in 2024 and 2025) (1). Life expectancy: • the overall trend for life expectancy has been fairly stable between 2015 and 2025 (1) • slight dip in 2020 (1) • there has been a slight rise to 82 years in the last two years (2024 and 2025) (1). Credit any other valid response.		4		4

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Question		Answer	AO1	AO2	AO3	Total Mark
	(d)	Calculate the mean life expectancy in South Korea between 2015 and 2025 to two decimal places. Use the data in Source 3.				
		Award **one** mark for showing correct mean to two decimal places: = 81.09		1		1

Question		Answer
7.	(e)	Assess how birth, life expectancy and mortality rates contribute to social change. [6]

Indicative Content

Changes in birth, life expectancy, and mortality rates all affect how society develops over time.

- **Birth rates** influence the size and age of the population. A decline in birth rates can lead to smaller families and an ageing population, which may increase pressure on healthcare and pensions.
- With fewer young people to support older generations, there may be labour shortages and economic stagnation due to reduced workforce.
- Higher birth rates can lead to population growth, requiring more schools, housing, and jobs.

- **Life expectancy** is rising in many countries due to better healthcare and living conditions. This means people live longer, which can lead to changes in retirement age, more elderly care services, and multi-generational households.
- Higher life expectancy reflects good living standards allowing for extended participation in the workforce and society, with older individuals contributing mentorship and continuity.
- Higher life expectancy can lead to pension and healthcare burden, increase costs for governments, in families' intergenerational tension. Resource allocation between young and old can be contentious.

- **Mortality rates** reflect the health of a population.
- Lower mortality often shows improvements in medicine and public health
- Higher mortality (for example, during a pandemic) can cause social disruption with trauma that can destabilise communities; economic challenges by reducing workforce and economic productivity; and changes in government policy.
- Predictable mortality trends help governments plan for pensions, healthcare, and housing.

All of these factors shape how governments plan for the future, how families live, and how resources are shared. The effects on society are complex and depend on whether rates are rising or falling, and how quickly these changes happen.

Credit any other valid response.

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Band	AO3
3	**5-6 Marks** A convincing assessment that demonstrates: • effective analysis with clear arguments presented • clear and informed judgements • effective use of relevant examples • a well organised and well-structured response.
2	**3-4 Marks** A good assessment that demonstrates: • clear analysis with some clear arguments presented • some clear and informed judgements • use of examples that are mostly relevant • a generally clear and structured response.
1	**1-2 Marks** A basic assessment that demonstrates: • little analysis with lack of clear arguments made • limited judgements • minimal use of relevant examples • a lack of clarity in parts with statements that are linked by a basic structure.
0	**0 marks** No response attempted or nothing worthy of credit.

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Question	Answer	AO1	AO2	AO3	Total Mark
8.	Rachel is concerned about the impact of litter on wildlife. For the last two weeks, for 30 minutes every day she has picked up litter in her local park. Although the other park users can see Rachel picking up litter, no one else has offered to help her and other park users still drop litter. Suggest **two** improvements that Rachel could make to gain support for her cause. Use your knowledge of behaviours and psychological processes that can bring about social change in your answer.				
	For each appropriate improvement, award **one** mark, up to **two** marks, for example: Improvement 1 • Rachel needs to display commitment in her actions, such as picking up litter every day for longer than two weeks. (1) If she does this then other park users will see her as committed and will take her views on litter more seriously (1). Improvement 2 • Rachel needs to draw attention to the issue. She could wear a hi-vis vest with a slogan on like 'picking up litter to save wildlife' (1). Drawing attention to the issue makes it more visible to the majority, many of whom may be unaware of litter's impact (1). Credit any other valid response.		4		4

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Question	Answer
9.	Describe the aim and actions of the social changemaker Hanef Bhamjee.

Indicative Content

Answers may refer to the following points.

Initially, Hanef Bhamjee's aim (as a founding member of the Wales Anti-Apartheid Movement – WAAM) was to inform the people of Wales and elsewhere about apartheid; to campaign for international action to help bring the system of apartheid to an end; to promote the exchange of information and ideas between anti-apartheid groups and to co-ordinate activities; and to further the work of the Anti-Apartheid Movement in Wales in general.

Hanef Bhamjee was the Secretary for WAAM between 1981 and 1994 and this organisation, with the help of volunteers, was run from his home in Cardiff. During this time, he grew the movement from a few groups to a network of 22 branches across Wales.

WAAM's campaigning work covered a wide range of areas including:

- sports, cultural and consumer boycotts of South African players/teams, artists and goods
- campaigns against investment in South Africa by British and international companies and banks; loans to South Africa and oil sanctions
- campaigns against nuclear and military collaboration with South Africa
- supported international campaigns for the release of Nelson Mandela and other political prisoners and detainees.

WAAM was dissolved in 1994 following the first democratic elections in South Africa, whereby Hanef Bhamjee became the Secretary of two other organisations, Action for Southern Africa (ACTSA) Wales and the Wales Anti-Racist Alliance.

Credit any other valid response.

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Band	AO1
3	**5-6 marks** A convincing response that demonstrates: • effective knowledge and understanding of the aim and actions of the social changemaker • consistently accurate details • effective use of relevant examples • a clear answer that is well organised and well structured.
2	**3-4 marks** A good response that demonstrates: • clear knowledge and understanding of the aim and actions of the social changemaker • generally accurate details • some use of relevant examples • a generally clear and structured answer.
1	**1-2 marks** A basic response that demonstrates: • little knowledge and understanding of the aim and actions of the social changemaker • details that often lack accuracy • limited or no use of relevant examples • a lack of clarity in parts, and statements that are linked by a basic structure.
0	**0 marks** No response attempted or nothing worthy of credit.

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Question	Answer
10.	Assess the impact of the Welsh language movement.

Indicative Content

N.B. Impact refers to the broader or long-term consequences or changes caused by an action, decision, or intervention of the social movement. It can also include the overall influence on people, systems, or society.

Assessment commentary on the impact may vary between candidates depending on the evidence selected.

Answers may refer to the following points about the positive impact.

Welsh language has gained legal recognition:

- several acts have been passed to support the Welsh language for example, the Welsh Language Act 1993 granted Welsh equal status with English in public life
- the Cymraeg 2050 strategy sets out Welsh Government's target to achieve a million Welsh speakers by 2050.

Welsh language has maintained a distinct cultural identity:

- it offers a shared sense of community, uniting people across Wales and the world
- Welsh continues to act as a medium for cultural expression seen in music, literature, theatre, festivals and events like the National Eisteddfod.

Welsh language has greater focus through education and media:

- in 1999, Welsh was made a compulsory subject of study up to the age of 16 (GCSE) for all learners in Wales
- BBC Radio Cymru launched in 1977; BBC Radio Cymru 2 in 2018 and in 2023 and S4C in 1982, a Welsh-language TV channel, increased the media presence of Welsh language.

Answer may refer to the following points about the lack of impact.

Decline in numbers of Welsh speakers:

- the number of Welsh speakers declined in the 20th century for example, in 1921, there were approximately 977,000 Welsh speakers, by 1981 this had declined to 503,500
- there are variations in the proportions of Welsh speakers across Wales.

Despite attempts to support Welsh language results are disappointing:

- although numbers taking GCSE Welsh may have increased since it has been made a compulsory subject; when learners have a choice whether or not to study the Welsh language (i.e. at AS, A level or University) the number taking it as an option is lower
- BBC Radio Cymru has 95,000 listeners per week, but this is only a listener share of 2.2% of all UK listener figures (RAJAR). English language stations are still far more popular.

Credit any other valid response.

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Band	AO3
3	**5-6 Marks** A convincing assessment that demonstrates: • effective analysis with clear arguments presented • clear and informed judgements made • effective use of relevant examples • a well organised and well-structured response.
2	**3-4 Marks** A good assessment that demonstrates: • clear analysis with some clear arguments presented • some clear and informed judgements made • use of examples that are mostly relevant • a generally clear and structured response.
1	**1-2 Marks** A basic assessment that demonstrates: • little analysis with lack of clear arguments made • limited judgements made • minimal use of relevant examples • a lack of clarity in parts with statements that are linked by a basic structure.
0	**0 marks** No response attempted or nothing worthy of credit.

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Question	Answer
11.	Evaluate the view that globalisation can cause regressive social change.

Indicative Content

Evaluation may vary between candidates depending on the arguments and examples they use. Answers may refer to the following points.

Arguments supporting the view that globalisation is regressive

Economic inequality
- Wealth concentration: Globalisation can benefit multinational corporations and wealthy nations disproportionately, widening the gap between rich and poor.
- Exploitation of labour: Low-income countries may be used for cheap labour, often under poor working conditions, with limited benefits for local communities.

Cultural homogenisation
- Loss of local identity: Dominant cultures (often Western) can overshadow indigenous traditions, languages, and customs.
- Consumerism: Global brands and media may promote materialistic values, undermining local ways of life.

Environmental degradation
- Unsustainable practices: Increased production and transportation contribute to pollution and climate change.
- Resource extraction: Global demand can lead to overexploitation of natural resources in vulnerable regions.

Political and social tensions
- Erosion of sovereignty: Global institutions and trade agreements may limit national policy-making.
- Migration pressures: Uneven development can lead to mass migration, causing social strain.

Counterarguments challenging the view that globalisation is regressive.

Economic growth and opportunity
- Market access: Developing countries can access global markets, attract investment, and grow their economies.
- Innovation and efficiency: Global competition can drive technological advancement and better services.

Cultural exchange
- Diversity and dialogue: Exposure to different cultures can foster understanding, tolerance, and creativity.
- Empowerment: Global movements (for example, climate activism, feminism) can unite people across borders for shared causes.

Improved living standards
- Health and education: Global cooperation has helped reduce child mortality, improve literacy, and combat diseases.
- Infrastructure development: International aid and investment can support roads, schools, and hospitals.

Credit any other valid response.

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Band	AO3
4	**7-8 marks** A convincing evaluation that demonstrates: • comprehensive analysis with precise arguments presented • detailed and informed judgements made • consistent use of relevant examples • a coherent and logical response that is well organised and well structured.
3	**5-6 marks** An effective evaluation that demonstrates: • relevant analysis with clear arguments presented • mostly informed judgements made • use of mostly relevant examples • a clear response that is mostly well organised and well structured.
2	**3-4 marks** A good evaluation that demonstrates: • some relevant analysis with some clear arguments presented • some clear judgements made • some use of relevant examples • a generally clear and structured response.
1	**1-2 marks** A basic evaluation that demonstrates: • little analysis with lack of clear arguments made • limited judgements made • limited or no use of relevant examples • a lack of clarity in parts, and statements that are linked by a basic structure.
0	**0 marks** No response attempted or nothing worthy of credit.

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Mapping of questions to specification content and assessment objectives: Unit 3

Question		Mark allocation														
		Topic and Section											Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
		3.1						3.2								
		3.1.1	3.1.2	3.1.3	3.1.4	3.1.5	3.1.6	3.2.1	3.2.2	3.2.3	3.2.4	3.2.5				
1				3									3	3		
2										2			2	2		
3			4										4	4		
4									3				3	3		
5								2					2	2		
6		2											2		2	
7	(a)				3								3		3	
7	(b)						6						6		6	
7	(c)	4											4		4	
7	(d)	1											1		1	
7	(e)				6								6			6
8				4									4		4	
9												6	6	6		
10											6		6			6
11							8						8			8
Total marks		7	4	7	9	0	14	2	3	2	6	6	60	20	20	20

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Source Acknowledgements

Source 1	'UCAS Undergraduate end of cycle data resources 2024' Published by UCAS Link: https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-end-cycle-data-resources-2024
Source 3	'Total fertility rate in South Korea from 1970 to 2024' Published by L. Yoon 27 August 2025 Link: https://www.statista.com/statistics/1403684/south-korea-birth-rate/

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