



2016 specification
first exams in 2018

Topic Tests for A Level OCR Geography

Topic 2.2c: Human Rights

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Teacher's Introduction

These ZigZag Education Topic Tests for Geography are written to be used for continued assessment during the teaching of the given topic. Each resource covers the full content of the specification for the named topic, spread across a number of tests. The final test in each resource is synoptic, and spans a range of content from across the named topic, ideal as an end-of-topic recap and revision exercise. The tests are provided in a non-write-on format.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Each test should take one lesson length to complete, with an optional extension section that can be used to challenge more-able students, or as a follow-up homework task for the whole class. The number of tests in each resource takes into account the weight of the topic within the spec, allowing one test to be used every fortnight over a two-year course of study when using the full resource range.

This resource has three tests on **Topic 2.2C: Human Rights** for the **A Level OCR** Geography specification (H481). Every key aspect of this topic within the specification is covered in this resource.

The tests are not designed to mirror the exams, but in the extension sections the longer-answer questions *do* follow the exam format in terms of command word and marks allocated.

Suggested answers for each test are included. For 'closed' questions, where only one answer is acceptable, a model answer has been provided. For 'open' and extended questions, indicative content is given.

When to Use This Resource

This resource can be used at the end of teaching a subtopic, or at the end of the whole unit to consolidate knowledge. Students can also reuse these tests towards the end of the course as part of a programme of revision.

How to Use This Resource

The tests can be completed individually in class, or set as homework tasks to enable you, as a teacher, to diagnose your students' strengths and weaknesses in certain areas. Each test covers a range of question types, and draws upon a wide range of stimulus material. The tests can be marked by a teacher or by students, as answers are provided.

The Benefits to the Student

Students can be confident they have been tested on every key aspect of the specification. After completing a test, they will know which areas they are strong in, and which require further work, and can set their own goals for future learning. The answer sections also provide students with an indication of what a good answer entails.

Differentiation

In order to support lower-ability students while pushing the more-able, each test has been written in two sections.

- The first section has approximately 40 marks and has been written to test knowledge of the core elements of the specification.
 - These questions are for all students and the difficulty or complexity generally increases throughout the test.
- The second section has approximately 10 further marks of extension questions to challenge higher-ability students.
 - These questions more closely follow the exam style, with command word use and allocated marks mirroring the longer exam questions.
 - In some cases the extension section is longer (up to 20 marks) to provide a long-answer practice in cases where the exam requires it. The initial test may then be slightly shorter to retain balance.

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Register your email address to receive any future free updates* made to this resource or other Geography resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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Test 2 – Global Governance of Human Rights

1. Suggest two strategies for the global governance of human rights.
2. Explain how discrimination can lead to conflict.
3. Suggest how conflict can exacerbate the violation of human rights.
4. Describe the role that technology has had in the intervention of cases of human rights violations.
5. a) Suggest two organisations, or types of organisations, that promote human rights.
b) For the two suggestions you have given above, explain exactly how these can promote human rights.
6. For a case study you have studied, provide two pieces of evidence showing the impact of global governance of human rights in that country.
7. Explain how global governance of human rights can lead to social development.
8. For the case study you have studied, outline the human rights violations that have occurred.
9. For the case study you have studied, outline the challenges and opportunities out of the global governance of human rights.

Extension Questions

10. *'International organisations are the most fundamental institutions for protection of human rights.'*
With reference to a case study you have studied, discuss this statement.

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Preview of Questions Ends Here

This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

Answers

Test 1 – What are Human Rights

1. **2 marks**
The basic entitlements [1] that should be accessible to all humans [1].
2. **2 marks**
Two of the following points:
 - The UDHR was devised based on the common norms of countries across the world [1]
 - The UDHR is based on the moral/ethical views that the majority of countries have [1]
 - Based on universally accepted standards of behaviour and human treatment [1]
3. **4 marks**
Suggested answer:
The human rights of all people are protected by international law [1]. If there is a country that is violating or not protecting the human rights of its people then an intervention may be made [1]. When other countries intervene to end the violation of human rights in a particular country, this intervention from outside involves using military force [1].
4. **6 marks**
Positive consequences (at least two from the following points):
 - Interventions involve use of military force [1]
 - In some cases violation of human rights is effectively stopped [1]
 - Can lead to socio-economic development and more security of human rights [1]
 - Military presence can be enough to prevent violations, without the need for a full intervention [1]**Negative consequences** (at least two from the following points):
 - Can lead to death and injury [1]
 - Can lead to loss of homes and belongings [1]
 - Can lead to civil unrest [1]
 - Can lead to further persecution and injustices [1]
 Other correct answers acceptable.
5. **4 marks**
Four from the following points:
 - Mauritania has the highest incidence of modern slavery [1] with between 3-4% of the population enslaved [1].
 - India/Pakistan/Senegal/Ivory Coast/Laos also have high levels of slavery [1] with 1-2% of the population being enslaved in these countries [1].
 - The lowest incidence of slavery is in the USA/Canada/Western Europe/Australia [1] with 0.1-0.5% of the population being enslaved in these countries [1].
 - The continent of Africa has noticeable variations in the incidence of slavery [1].
 Other correct answers acceptable.
6. **3 marks**
Some suggested answers:
 - Poor access to healthcare [1] means women are not able to receive help should they need it [1] and are not able to seek advice to help prevent complications and maintain good health [1].
 - Poor quality of medical services [1] may mean that pregnant women are being treated incorrectly [1] not been trained properly [1] which could put them in danger [1].
 - Poor level of investment in healthcare, particularly maternal care [1] will mean that there is no support for mothers or pregnant women [1] or that the services do not exist [1].
 - Lack of education [1] means a lack of information about maternal health [1] and women do not know how to maintain good health during pregnancy [1].
7. **3 marks**
Three from the following points:
 - The types of crimes that warrant the death penalty differ between countries [1]
 - Some countries are abolishing the death penalty while others are reinstating it [1]
 - The rise of terrorism has led to the reinstatement of the death penalty in some countries [1] as it poses a threat to public security [1].
 - Differing amount of pardons granted to those who have been given the death penalty [1]
 Other correct answers acceptable.

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8. 3 marks

- Proportion of women in politics.
- Educational achievement of women compared to men.
- Differences in wages between men and women for similar types of work.
- Enrolment of females in primary, secondary and tertiary education compared to males [1].
- Female unemployment compared to male [1].
- Proportion of women in senior positions within companies [1].
- Access to reproductive health services [1].

Other correct answers acceptable.

9. 3 marks

Suggested answers:

- The cost of education, uniforms and/or books can prevent many females from attending school [1] as the money would prefer be used for the males of the family [1].
- The burden of household work prevents girls from going to school [1], this is because household chores must be done by females as opposed to males [1]. Chores such as collecting water for the entire family will suffer [1].
- The education of girls may only be of benefit to the family which the girl is in [1] as it is not worthwhile for the family to invest in a daughter's education [1].
- The school environment is not always suitable for females [1] as there are no female teachers [1] and females may experience exploitation or punishment [1].
- Young girls are often married very young [1] or are trafficked and exploited [1] before they can receive an education [1].
- A lack of female teachers [1] means that an education is sometimes not available [1] as gender segregation is strong [1]. This only exacerbates the situation within which girls are educated themselves in order to become teachers to educate others [1].

Other correct answers acceptable.

10. 3 marks

Answers will be specific to the case study the student has studied.

Answers may draw on some of the following points:

- Unequal educational attainment
- Differences in salaries/wages for similar work
- Modern slavery – sex exploitation, forced marriage, forced labour
- Unequal employment opportunities
- Unequal political participation
- Lack of ownership of property
- Limited freedom of movement
- Limited ability to own property
- Custody rights of children often with mother
- Clothing restrictions
- Limited ability to work

11. 3 marks

Answers will be specific to the case study the student has studied.

Answers may draw on some of the following points:

- New laws or policies passed to protect women and/or children.
- Improvements to education facilities.
- Increased policing to prevent trafficking and exploitation of women and girls.
- Improved child-care facilities to enable women to go to work.
- Inclusion of women in politics and governance.

12. 4 marks

Answers will be specific to the case study the student has studied.

- Women have been subjected to violence and torture, for example they may suffer from acid attacks.
- Women have lost their freedom, for example they may not be able to travel on their own or their husband or father.
- High incidence of maternal mortality rates, caused by discrimination against women.
- Limited influence on family size.

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Extension Questions

13. 4 marks

Four from the following points:

- Distribution of government funding in services to help women, for example
- A lack of laws protecting children is likely to mean girls in particular are sub
- Level of investment in education systems to include females through hiring sanitation facilities for girls [1].
- A lack of geopolitical cooperation with other countries will impact on the NG gender equality [1].
- A lack of policing can lead to increasing levels of exploitation and trafficking
- A lack of policies relating to equality within the work place can lead to gender employment opportunities [1].

Other correct answers acceptable.

14. 6 marks

Six from the following points:

- Geopolitical relations affect the balance of power across the globe and the international relations [1].
- Geopolitical relations determine whether an intervention arises when a violation is identified [1].
- Geopolitical relations determine the type of intervention that is staged when identified [1], for example whether military force is used, or whether military
- Geopolitical relations determine the size of the intervention that is staged [1] organisations and countries that are involved [1].
- Geopolitical relations can influence the pressure that is placed on countries
- Geopolitical relations impact the presence and effectiveness of NGOs operating human rights [1].

Other correct answers acceptable.

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Preview of Answers Ends Here

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