

Version 1.0



**General Certificate of Secondary Education
June 2012**

Humanities

40701

Unit 1

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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GCSE Humanities 40701

All examiners should bear in mind that we are assessing the level of attainment of the notional 16-year-old. Examples in the mark scheme are for guidance only. They are neither exhaustive nor prescriptive. It is unlikely that students at this level will express themselves so formally. If they offer alternative answers to the examples in the mark scheme, and these are appropriate to the question, then credit should be given.

Quality of Written Communication (QWC)

Students are required to:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when appropriate.

In this paper, Quality of Written Communication will be assessed in all **part (f)** questions.

1 INTRODUCTION

This mark scheme has been designed to address the Assessment Objectives in the GCSE Humanities specification.

Parts of this mark scheme adopt a 'levels of response' approach, showing that students are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Humanities.

2 MARKING PRINCIPLES

Consistency of marking It is of vital importance that every examiner applies the mark scheme in the same way throughout the marking period, as directed by the Principal Examiner.

Positive marking Mark positively at all times, giving credit for what students know, understand and can do. Do not think in terms of a model answer to the question. Every answer should be marked on its merits.

Errors Obviously, errors can be given no credit but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer. As a general rule, give credit for what is relevant, accurate and valid.

Answers in note form Answers in note form to any question should be credited insofar as the student's meaning is communicated. You must not try to read things into what has been written.

Diagrams, etc Credit should be given for information provided by the students in diagrams, tables, maps, etc, provided that it has not already been credited in another form.

Answers which do not fit the marking scheme Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. All valid responses must be given credit, even if they do not fit the mark scheme. If in doubt, telephone your Senior Examiner for advice.

3 USING A LEVELS OF RESPONSE MARK SCHEME

There are several ways in which any question can be answered – in a simple way by less able students and in more sophisticated ways by students of greater ability. In the mark scheme, different types of answers to the part (c) and part (f) questions are identified and are arranged in a series of levels, each of which is allocated a range of 3 marks.

Part (c) questions: converting levels into marks

Having decided on the level, think initially in terms of awarding the **middle** mark of the three in that range. Then decide whether to stay at or move up or down from this initial mark by taking into account the following considerations.

- How well are points developed?
- How well has the source material been used?
- How much accurate knowledge/understanding is shown?
- How well does the answer maintain relevance to the question set?
- Is there a logical argument?
- Is there evidence of individual thought?

Do not be afraid to award the highest mark in any level for appropriate answers.

Part (f) questions: converting levels into marks

The descriptors provided in this mark scheme concerning the Quality of Written Communication (QWC) must be applied to part (f) of every question. Use the mark scheme for the relevant sub-question, eg Question 1 (f), to decide the level, eg Level 3. Then use the QWC descriptors to decide the mark within that level, eg Level 3. You should judge the answer on a 'best fit' basis, according to how well it meets the QWC descriptors for that level as a whole.

How to assess answers to part (c) and (f) questions carrying 12 marks

The major factor to bear in mind is that we are dealing with 16-year-old students who are writing under examination conditions and have about twelve minutes to answer a 12-mark question. The aim is to reward positively students who show a Humanities awareness and way of thinking.

Part (c) questions: source-based analysis and evaluation (AOs 2-3)

For part (c), students need to make use of the sources provided and their own studies. The use of sources is not just a quantitative exercise: students need to develop the sources and add them to their arguments. This is not necessarily a huge task as we are talking about 12 minutes' writing by young students under examination conditions. However, it is worth remembering that all the sources have been made available to students in advance of the examination. They will also have been taught about the relevant topic in lessons prior to the examination.

Answers in **Levels 1-2** (0-6 marks) are likely to focus on the sources and tend to repeat, quote or paraphrase aspects of the sources without development.

Level 1 (0-3 marks) is awarded for a simple answer, probably simply expressed and showing a simple level of thought. It may well be just an assertion based on the sources or the student's own knowledge. These answers tend to be brief. The examples given in mark schemes are generally just assertions from the sources.

At **Level 2** (4-6 marks), students tend to derive material at a descriptive level from the sources or from their own knowledge. Evidence is presented but it is not developed. Answers are likely to contain more material than at Level 1, though we are looking for quality of thought rather than quantity of material. Students attempt to answer the question but at this level their explanation is likely to be

superficial, undeveloped and unconvincing. They often fail to see the complexities of potential explanations.

At **Level 3** (7-9 marks), the student addresses the question and provides a sound and adequate level of response, usually referring to all sources. There may be use of the student's own examples which are pertinent and relevant. The student shows the ability to generalise beyond the source(s), using own knowledge and case studies to amplify relevant factors and points. The student identifies at least one strand in the question and develops this strand.

For **Level 4** (10-12 marks), it is essential to reward the quality of argument – not specifically a conclusion, but an appreciation of the factors involved. Where there is a conclusion, it may be implicit throughout rather than drawn together at the end. The answer directly addresses the question and shows insight. All sources are used at this level: the answer is wide-ranging but it could also deal in depth with a strand of the question. We are looking for breadth or depth, generalisations beyond the sources, and understanding of the broader implications of the question posed. The responses will be developed, sustained and analytical. There may well be useful and relevant examples.

Remember that the very best students will deserve to score more than 12 out of 12, but clearly cannot be rewarded with more than 12 marks. Students score the maximum marks for providing a thorough, holistic Humanities-based response showing both understanding and analysis of the question.

Part (f) questions: explanation (AOs 1-2)

The approach to part (f) follows the same logical progression as for part (c), though no sources are provided in the question.

The progression of answers from simplistic and descriptive (Levels 1-2) to explanatory (Levels 3-4) is usually easier to identify in part (f) than in part (c). The examiner is again looking to reward the quality of thought that underlies the answer.

Frequently, at the higher levels (Levels 3-4), the student shows the ability to see different points of view or the complexity of the question. Again, it is worth emphasising that the answer is the product of roughly 12 minutes' writing. The main consideration is not the number of points made but how well the answer has been explained.

SECTION A: CULTURE AND BELIEFS**Marks**

1	(a)	Which is the largest group in Source A ? <i>(1 mark)</i>	
		TARGET AO1	
		Romani Gypsy.	1
		How does the speaker in Source B spend most of her time? <i>(1 mark)</i>	
		TARGET AO1	
		Helping families get planning permission (for Gypsy sites).	1
1	(b)	Using Source C , briefly explain two of the cultural traditions of Romani Gypsies. <i>(4 marks)</i>	
		TARGET AO1	
		Maximum two marks for each of two cultural traditions.	
		One mark for identification and one mark for explanation/development.	2
		Two traditions include being nomadic, close-knit family groups, defined gender roles, common language, employment patterns, school leaving age, etc.	3-4
1	(c)	‘Romani Gypsies are an important part of British culture.’ Assess this view, using Sources A, B, C and D and your own studies to answer. <i>(12 marks)</i>	
		TARGET AO2, AO3	
		LEVEL 1 Simple assertions or separate points extracted from a source and/or own studies. The answer might:	
		<ul style="list-style-type: none"> • reflect only one point of view, possibly taken from a source • may build to a simple conclusion, eg Gypsies contribute by providing labour. 	0-3
		LEVEL 2 Simple explanation , using the sources and/or own studies.	
		<ul style="list-style-type: none"> • Evidence from the sources is presented but is not developed • May build to a simple and clear conclusion, eg Gypsies have a different life style which is an addition to our culture. 	4-6

LEVEL 3 Sound analysis and evaluation

- The response focuses on the question
- The student presents an argument supported by information drawn from the sources **and/or** own studies
- Evidence from the sources is developed or used effectively rather than just being presented
- May build to a reasoned conclusion, eg Gypsies are representative of an alternative lifestyle, which is culturally different.

7-9

NOTE **Max 8 marks** if the student uses only the sources **or** only own studies.

LEVEL 4 Reasoned and detailed analysis and evaluation

The answer contains some or all of the following features.

- A range of points.
- A sustained focus on the question.
- Draws widely from and links sources together.
- Uses own studies relevantly and accurately.
- Shows understanding of the complexity of the issues.
- May build to a reasoned and detailed conclusion, eg as for Level 3, but **also** showing understanding of the origins of the cultural differences and ways to resolve negative perceptions.

To achieve Level 4 there will be a synthesis of the above bullet points, hence one example doesn't suffice.

10-12

1 (d)

<p>Give two examples of gender roles. Use your own studies to answer. (2 marks)</p>
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TARGET AO1

Any appropriate gender role will suffice, eg household tasks; earning money; caring for children; decorating. One mark for each. 1-2

1 (e)

Briefly explain **two** possible effects of nurture on an individual's development. Use your own studies to answer. (4 marks)

TARGET AO1

Maximum two marks for each possible effect.

One mark for identification and one mark for development/explanation or an appropriate example. 1-2

Two effects include learning to speak a specific language (or not); cultural aspects – music, art, etc; aspects of behaviour, etc. 3-4

1 (f)

Explain how the UK has developed into a multicultural society. Use your own studies to answer. (12 marks)

TARGET AO1, AO2

NOTE The descriptors below determine the level. The Quality of Written Communication determines the mark within each level: see the box below.

LEVEL 1 Simple statements and assertions

- May build to a simple conclusion: for example immigrants have come into the country.

0-3

LEVEL 2 Descriptive or list-style answer

- May build to a simple and clear conclusion: for example as Level 1 plus: from many Commonwealth countries such as India, Pakistan, Australia. They have also come from Europe and Africa. Immigration into Britain has taken place over thousands of years.

4-6

LEVEL 3 Sound explanation

- Shows knowledge of groups coming to the UK and their impact.
- Uses examples from own studies to illustrate answer.
- May build to a reasoned conclusion, eg as for Level 2 plus: in order to help rebuild our cities after the war, or to staff the London Underground, or to work in the NHS after 1946, or impact of multiculturalism and laws to develop this. Freedom of movement within European community has allowed greater access to the UK.

7-9

LEVEL 4 Reasoned and detailed explanation

The answer contains some or all of the following features.

- A range of points
- A sustained focus on the question
- Uses relevant information/examples in depth
- Shows links between the relevant points
- Shows understanding of the complexity of the issues
- May build to a reasoned and detailed conclusion, eg the various immigrant groups have brought a wide variety of cultural norms which have resulted in a richer and more diverse country. However, a multicultural society is often only achieved after a long transitional period.

To achieve Level 4, there will be a synthesis of the above bullet points, hence one example doesn't suffice. Points out that tension between groups often occurs initially but can lead to greater diversity.

10-12

Descriptors for Quality of Written Communication (QWC)		Marks
Level 1	<ul style="list-style-type: none"> • Style of writing is simple for the subject matter • Simple expression of ideas, description; uses few or no specialist terms • Limited accuracy of spelling, punctuation and grammar. 	0-3
Level 2	<ul style="list-style-type: none"> • Style of writing is appropriate for the subject matter • Good expression of ideas; uses some specialist terms appropriately • Reasonable accuracy of spelling, punctuation and grammar. 	4-6
Level 3	<ul style="list-style-type: none"> • Style of writing is developed, but could be improved • Reasonable clarity and fluency of expression of ideas; uses a range of specialist terms appropriately • Considerable accuracy of spelling, punctuation and grammar. 	7-9
Level 4	<ul style="list-style-type: none"> • Style of writing is developed well • Organises relevant information and ideas clearly and coherently; uses a wide range of specialist vocabulary appropriately • Accurate spelling, punctuation and grammar. 	10-12

Total for Section A = 36 marks

SECTION B: ENVIRONMENTAL ISSUES

Marks

2 (a) Using **Source E**, during which 10-year period did the Aral Sea shrink the most? *(1 mark)*

TARGET AO1

1995-2004

1

Using **Source F**, by how much has the water level in the Aral Sea dropped in the last 50 years? *(1 mark)*

TARGET AO1

16 metres.

1

2 (b) Using **Source F**, briefly explain **two** effects of the Aral Sea shrinking. *(4 marks)*

TARGET AO1

Maximum two marks for each of two effects.

One mark for identification and one mark for explanation/development. 1-2

Two effects include salination, loss of fish/wildlife, decrease in jobs/canning/fishing. 1-2

2 (c)

Why has it been so difficult to solve the 'environmental disaster' of the Aral Sea? Use **Sources E, F and G** and your own studies to answer.
(12 marks)

TARGET AO2, AO3

LEVEL 1 Simple assertions or separate points extracted from source **and/or** own studies.

- The answer might reflect only one point of view, possibly taken from a source
- May build to a simple conclusion, eg the Aral Sea is nearly dead now.

0-3

LEVEL 2 Simple explanation, using the sources **and/or** own studies.

- Evidence from the sources is presented but is not developed
- May build to a simple and clear conclusion, eg as Level 1 plus: because of the use of water for irrigation (Source F) and the photo in Source F shows how much it has shrunk.

4-6

LEVEL 3 Sound analysis and evaluation

- The response focuses on the question
- The student presents an argument supported by information drawn from the sources **and** own studies
- Evidence from the sources is developed or used effectively rather than just being presented
- May build to a reasoned conclusion, eg as with Level 2, but adding further content from sources and reasoning how difficult it is to put into action a plan to reverse the trend.

7-9

NOTE Max 8 marks if the student uses only the sources **or** only own studies.

LEVEL 4 Reasoned and detailed analysis and evaluation

The answer contains some or all of the following features.

- A range of points
- A sustained focus on the question
- Draws widely from and links sources together
- Uses own studies relevantly and accurately
- Shows understanding of the complexity of the issues
- May build to a reasoned and detailed conclusion, eg as for Level 3 but will **also** manage to show a holistic appreciation of the Aral Sea situation.

10-12

2 (d)

Give **two** examples of renewable resources. Use your own studies to answer. *(2 marks)*

TARGET AO1

One mark for **each** of **two** appropriate examples, eg wind; fish; soil; water; wood; sun/solar; bio-fuel. 1-2

2 (e)

What is recycling? Briefly explain, using your own studies. *(4 marks)*

TARGET AO1

One mark for a brief explanation, eg putting plastic bottles in a recycling bin. 1

Further mark for developing, eg as above, plus: in order to use the plastic again. 1-2

Further mark(s) for correct example(s) of materials recycled, eg glass, plastic, paper. Might develop recycling methods used by different contributors of waste products, eg individuals, families, businesses, organisations, etc or might develop environmental benefits. The answer should be judged holistically. 3-4

2 (f)

Explain why individuals and groups have different attitudes to global environmental issues. Use your own studies to answer. (12 marks)

TARGET AO1, AO2

NOTE The descriptors below determine the level. The Quality of Written Communication determines the mark within each level: see the box below.

LEVEL 1 Simple statements and assertions

- May build to a simple conclusion, eg some people do/don't really care about the environment; environmental issues are now dealt with in school. 0-3

LEVEL 2 Descriptive or list-style answer

- May build to a simple and clear conclusion, eg the student describes attitudes to global responsibility, as Level 1 but with a wider range of views although still at a descriptive level. 4-6

LEVEL 3 Sound explanation

- Shows knowledge of one or more attitudes and explains them
- Uses examples from own studies to illustrate answer
- May build to a reasoned conclusion, eg as Level 2 but also showing why a group/groups have such viewpoints, eg an environmental protester will want to prevent damage to the rainforest because of his/her political beliefs/viewpoint; businesses are desperate to improve and protect their image in order to keep public opinion on their side. 7-9

LEVEL 4 Reasoned and detailed explanation

The answer contains some or all of the following features.

- A range of points
- A sustained focus on the question
- Uses relevant information/examples in depth
- Shows links between the relevant points
- Shows understanding of the complexity of the issues
- May build to a reasoned and detailed conclusion, eg as for Level 3 but showing at least two different attitudes and developing a synthesis of the above bullet points. 10-12

Descriptors for Quality of Written Communication (QWC)		Marks
Level 1	<ul style="list-style-type: none"> • Style of writing is simple for the subject matter • Simple expression of ideas, description: uses few or no specialist terms • Limited accuracy of spelling, punctuation and grammar. 	0-3
Level 2	<ul style="list-style-type: none"> • Style of writing is appropriate for the subject matter • Good expression of ideas: uses some specialist terms appropriately • Reasonable accuracy of spelling, punctuation and grammar. 	4-6
Level 3	<ul style="list-style-type: none"> • Style of writing is developed, but could be improved • Reasonable clarity and fluency of expression of ideas: uses a range of specialist terms appropriately • Considerable accuracy of spelling, punctuation and grammar. 	7-9
Level 4	<ul style="list-style-type: none"> • Style of writing is developed well • Organises relevant information and ideas clearly and coherently: uses a wide range of specialist vocabulary appropriately • Accurate spelling, punctuation and grammar. 	10-12

Total for Section B = 36 marks

ASSESSMENT GRID – JUNE 2012
(Each question has the same breakdown)

Sub-question	AO1 recall, select and communicate	AO2 apply	AO3 analyse and evaluate	Total mark for sub- question	x2 to give total mark for QP
a	2			2	4
b	4			4	8
c		6	6	12	24
d	2			2	4
e	4			4	8
f*	6	6		12	24
Total	18	12	6	36	72

* Includes assessment of QWC

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion