



**General Certificate of Secondary Education
June 2013**

Humanities

40701

(Specification 4070)

Unit 1: Humanities Core

Final

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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process 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 standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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) (i)	Using Source A , state when the death penalty for murder was stopped in the UK. <i>(1 mark)</i>	
	TARGET AO1	
	1965.	1
1 (a) (ii)	Using Source A , state which method of execution is most widely used in the USA. <i>(1 mark)</i>	
	TARGET AO1	
	Lethal injection.	1
1 (b)	Using Source C , briefly explain why Janet’s mother wants her daughter’s murderer to face the death penalty. <i>(4 marks)</i>	
	TARGET AO1	
	One simple assertion, e.g. because she needs revenge.	1
	Two simple assertions.	2
	Development linked to the reason for her desire. A good development could result in 2 marks additionally for just one assertion well developed.	3-4
	Holistically, students may be answering the question at a high level worth 3 or 4 marks which is showing an overall understanding of why her mother wants the death penalty.	
1 (c)	‘The death penalty is still used in many states of the USA, but not in the UK.’ Assess the view that the death penalty should be reinstated in the UK. Use Sources A, B, and C 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, e.g. murderers need executing. 	0-3
	LEVEL 2 Simple explanation , using at least one of 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, e.g. murder is a unique type of crime. 	

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, e.g. capital punishment should be reinstated because this will have a deterrent effect though this is not certain.
- Shows that opinion is divided (although one side of the argument might be stronger than the other).

4-6

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 sources and links them together.
- Uses own studies relevantly and accurately.
- Shows understanding of the complexity of the issues: however, some areas may be stronger than others.
- May build to a reasoned and detailed conclusion, e.g. as for Level 3, but **also** showing why different groups take different perspectives and why this causes conflict between public opinion and political outcomes.
- May use own knowledge to supplement sources, e.g. comparison with abortion or euthanasia.

7-9

10-12

1 (d)

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

TARGET AO1

One mark for **each** of **two** appropriate examples, e.g. baptism, burial, marriage or coming of age, circumcision, celebration of life, funeral. The answer should relate to the 4 stages of life i.e. birth, coming of age, marriage/partnership and death (+ naming ceremony, +18th/21st birthday party + confirmation) 1-2

1 (e)

Briefly explain **two** ways in which the mass media can influence an individual's identity. Use your own studies to answer.

(4 marks)

TARGET AO1

One mark for identifying one way the media influences a person. 1-2

Second mark for (brief) development into an explanation, such as the media influences young people because they watch so much TV. 3-4

1 (f)

Describe and explain which human rights and freedoms exist in a democratic 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, e.g. democracy looks after your rights. 0-3

LEVEL 2 Descriptive or list-style answer

- May build to a simple and clear conclusion, e.g. a number of institutions protect individual rights. 4-6

LEVEL 3 Sound explanation

- Shows knowledge of democracy and provides an explanation.
- Uses examples from own studies to illustrate answer.
- May build to a reasoned conclusion, e.g. as for Level 2 and drawing on further evidence to show how rights and freedoms are protected. 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 from own studies.
- Shows understanding of the complexity of the issues.
- May build to a reasoned and detailed conclusion, e.g. as for Level 3 but also showing how the explanation is dependent on particular situations and provides examples of different societies. 10-12

Descriptors for Quality of Written Communication (QWC)	Marks
<p>Level 1</p> <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
<p>Level 2</p> <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
<p>Level 3</p> <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
<p>Level 4</p> <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) (i)	
	Using Source D , state the date when the UK government aims to double the contribution of renewable energy. <i>(1 mark)</i>	
	TARGET AO1	
	2020.	1
2	(a) (ii)	
	Using the pie chart in Source D , state the percentage contribution made by renewable energy sources in the 2 nd quarter of 2011. <i>(1 mark)</i>	
	TARGET AO1	
	10% .	1
2	(b)	
	Using Source E , briefly explain two ways in which the UK government can influence how much wind energy is generated. <i>(4 marks)</i>	
	TARGET AO1	
	By giving tax breaks; by giving planning consents, providing sites for development.	
	Any one way is worth 1 mark (2 x 1 = 2 marks).	1-2
	Developing (briefly) an explanation, or providing an example, will get the second mark.	3-4
	An alternative way to 3 or 4 marks is to list 3 or 4 simple statements, or 3 statements with one explained.	

2 (c)

‘Wind energy will solve the UK’s energy problems in the near future.’ Assess this view, using **Sources D, 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: <ul style="list-style-type: none"> • reflect only one point of view, possibly taken from a source • build to a simple conclusion, eg wind power can help to make energy. 	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 wind power contributes to help our energy needs and is not causing global warming. 	4-6
LEVEL 3	Sound analysis and evaluation <ul style="list-style-type: none"> • 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 as with Level 2, but also a development that there is a larger energy problem than can be solved by wind alone. 	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. <ul style="list-style-type: none"> • 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 some specific examples of both the effects of increasing wind energy and of other sources of energy. There should be a recognition of the reality of the energy gap and of the difficulty of bridging it. • May use own knowledge to supplement sources, eg background knowledge of other aspects of pollution. 	10-12

2 (d)

Give **two** materials that can be recycled. Use your own studies to answer. (2 marks)

TARGET AO1

One mark for **each** of **two** appropriate examples, eg paper; plastics; tin/metal; glass; cardboard

1
-
2

2 (e)

Briefly explain **two** effects of industrialisation. Use your own studies to answer. (4 marks)

TARGET AO1

One mark for each effect of industrialisation identified to a maximum of 2 marks.

1
-

Up to 2 further marks for developing a (brief) explanation that (for example) the movement to towns could cause over-crowding/pressure on housing.

2

3
-
4

2 (f)

How successful are environmental pressure groups in reducing or solving environmental problems? 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, e.g. just showing one positive achievement of a pressure group.

0-3

LEVEL 2 **Descriptive or list-style answer**

- May build to a simple and clear conclusion, e.g. showing that pressure groups can achieve outcomes because they have good tactics.

4-6

LEVEL 3 **Sound explanation**

- Shows knowledge of pressure group activity in a realistic way.
- Uses examples from own studies to illustrate answer.
- May build to a reasoned conclusion, eg developing an explanation of how pressure groups operate and how they face obstacles in achieving their goals.

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 from own studies.
- Shows understanding of the complexity of the issues.
- May build to a reasoned and detailed conclusion, e.g. as for Level 3 but also developing a holistic understanding of the operation of pressure group activity and the difficulty that the groups face from other organisations.

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 2013
(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