GCE

Humanities

General Certificate of Education

Unit **G101:** Human society and the natural world

Mark Scheme for June 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	Unclear
	Benefit of doubt
	Cross
	Development
	Significant amount of material which doesn't answer the question
	Level 1
	Level 2
	Level 3
	Level 4
	Not answered question
	Tick
	Omission mark

Subject-specific Marking Instructions Levels of response for 25 mark part c questions

Band	AO1 7 marks **Demonstrate knowledge and understanding from across the humanities and social sciences disciplines**	AO2 10 marks **Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines**	AO3 8 marks **Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reach evidenced conclusions and communicate findings effectively**
4	• Wide range of relevant accurate and detailed knowledge demonstrated • Thorough explanations with extensive detail. 6–7 marks	• Thorough analysis and interpretation of a wide range of evidence • Thorough evaluation linked to thorough explanations. 8–10 marks	• Sources competently deployed to support arguments • Valid conclusions reached, supported by evidence • Analysis and conclusions accurately and coherently communicated • Spelling, punctuation and grammar accurate; meaning is very clear. 7–8 marks
3	• Adequate knowledge demonstrated, usually accurate and relevant • Adequate explanations, not highly detailed. 4–5 marks	• Adequate analysis and interpretation of a range of evidence • Adequate attempt at evaluation linked to adequate explanations. 5–7 marks	• Sources deployed adequately to support arguments • Conclusions generally valid, but not always supported by evidence • Analysis and conclusions adequately communicated in a structured way • Spelling, punctuation and grammar usually accurate and meaning generally clear. 5–6 marks
2	• Basic, relevant and accurate knowledge demonstrated • Limited or partial explanations. 2–3 marks	• Limited analysis and interpretation of a limited range of evidence • Limited evaluation linked to partial explanations. 2–4 marks	• Some sources deployed to support limited arguments • Some valid conclusions, but limited and not closely related to evidence • Analysis and conclusions broadly related to task, but some vagueness in communication • Spelling, punctuation and grammar have some inaccuracies and meaning not always clear. 3–4 marks

Band	AO1 7 marks **Demonstrate knowledge and understanding from across the humanities and social sciences disciplines**	AO2 10 marks **Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines**	AO3 8 marks **Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reach evidenced conclusions and communicate findings effectively**
1	• Little knowledge demonstrated, not always relevant or accurate • Vague or largely incoherent explanations. 1 mark	• Inadequate attempt at analysis and interpretation • Inadequate evaluation linked to vague or largely incoherent explanations. 1 mark	• Sources only loosely related to arguments • Conclusions inadequately supported by evidence or asserted with no justification • Analysis and conclusions largely unrelated to task and communication vague or largely incoherent • Spelling, punctuation and grammar inaccurate and obscure meaning. 1–2 marks
0	• No relevant material.	• No relevant material.	• No relevant material.

Question			Answer	Marks	Guidance
1	**(a)**		AO1 Knowledge and Understanding accounts for all 5 marks. **Indicative content** **Source A** • Total population growth grew rapidly between 1801 and 1881, more than doubling • Urban population also grew rapidly, from less than 5 million to over 20 million • Population living in towns grew as a proportion of total population, from 25% to over 50%.	**[5]**	**Level 3 (5 marks)** Candidate makes detailed use of the source, explicit description of the changes that took place. In this level candidates will do more than simply read values off the axis. **Level 2 (3–4 marks)** Candidate describes some changes shown in the source, supported by appropriate quoting of figures. **Level 1 (1–2 marks)** Candidate describes change(s) shown in the source. However there is a lack of detail or precision.

Question			Answer	Marks	Guidance
	(b)		AO1 Knowledge and understanding accounts for 4 marks. AO2 Analysis, interpretation and evaluation accounts for 6 marks. **Indicative Content** **Source B** • Decline of rural communities • Young people left villages for towns • Changing occupations: farming less popular/prevalent • Higher incomes for workers in towns • Changing social attitudes • Changes in social class structure • Family and community changes. **Own knowledge** Candidates may refer to some or all of the following effects: • Social conditions in towns – quality of housing, population density etc. • Changes to the environment caused by rapid urbanisation/pollution, etc. • Economic changes eg industrialisation. • Examples with which the candidate is familiar, eg Manchester, London.	**[10]**	Candidates may address this question by referring to the effects of urbanisation for rural areas. This is also a valid approach to the question. Relevant references to other sources may be rewarded where appropriate. **Level 3 (7–10 marks)** Detailed explanation of the effects of rapid urbanisation in 19th century Britain, drawing on evidence from source and own knowledge to support points being made. A range of effects – economic, environmental and social – are described. **Level 2 (4–6 marks)** Sound interpretation of the source with some use of the candidate's own knowledge to describe some of the effects of rapid urbanisation in 19th century Britain. **Level 1 (1–3 marks)** Limited interpretation of the source. The candidate describes some consequences of rapid urbanisation but does not link these to the source or develop explanations. If source data is not supported by own knowledge then 1 mark only.

Question			Answer	Marks	Guidance
	(c)		AO1 Knowledge and understanding accounts for 7 marks. AO2 Analysis, interpretation and evaluation accounts for 10 marks. AO3 Methods, use of sources and communication accounts for 8 marks. **Indicative Content** **Source A** Urban growth linked to rise in overall population **Source B** Provides evidence in support of this viewpoint: higher wages in towns (suggesting workers were needed there); greater opportunities available in towns. **Source C** Contrasting viewpoint: role of enclosures and changing land ownership in driving people from the land **Own knowledge** Candidates may refer to: • Other factors driving rural change: changes in farming technology and the decline of rural labour requirements • The ways in which industrial towns grew: from villages and existing settlements • Changes in transport. **See also levels of response mark scheme pages 5 and 6**	**[25]**	**Level 4** Points are very cogently argued, with detailed references to the sources plus examples from own knowledge which are highly relevant and support the points being made closely. Candidate comes to a clear conclusion on the extent to which urban growth was driven by demand for rural change, closely related to evidence. **Level 3** Several points are argued, with relevant references to the sources plus examples from own knowledge which support the points being made well. Candidate comes to a clear conclusion on whether urban growth was driven by demand for rural change, based on evidence. **Level 2** Some points made, with some references to sources plus examples from own knowledge which are evaluated in a limited way and loosely related to the points being made. Candidate comes to a conclusion on whether urban growth was driven by demand for factory workers but this is only loosely evidenced. **Level 1** Few relevant points are made. Little evidence is offered in support. Sources are not used to support point. Conclusion is superficial, unclear or absent.

Question			Answer	Marks	Guidance
2	(a)		AO1 Knowledge and understanding accounts for all 5 marks. **Indicative content** **Source D** **Candidates demonstrate awareness of how the following factors may influence population growth** • People are living longer • Infant mortality is decreasing • Birth control is widely available • Women are asserting themselves • Education is spreading • Social mobility is improving.	**[5]**	**Level 3 (5 marks)** Relevant accurate and detailed knowledge demonstrated. Thorough description with excellent detail. **Level 2 (3–4 marks)** Sound knowledge base with convincing explanations supported by limited evidence. Candidate clearly understands that there are many changes but some factors may be omitted. Description may be general and lack specific details. **Level 1 (1–2 marks)** Some basic knowledge leading to limited and/or partial explanation. May be vague in places eg Some things are getting better but supported by limited examples

Question			Answer	Marks	Guidance
	(b)		AO1 Knowledge and understanding accounts for 4 marks. AO2 Analysis, interpretation and evaluation accounts for 6 marks. **Indicative Content** Source E • Limited resources particularly in the developing nations • Rapid population growth in developing nations • Stable population in developed nations • Reluctance of developed to give up lifestyle • Developing industries will increase pollution. Own Knowledge Candidates may refer to • Issues relating to global trade eg) that there are economic factors that are biased against developing nations • Issues relating to the physical environment or climate of the developed/developing world eg) Developing nations in Africa are more prone to drought which may lead to famine if crops fail.	10	**Level 3 (7–10 marks)** Relevant accurate and detailed knowledge demonstrated. Thorough explanations with excellent detail. Discriminating analysis and interpretation of the source leading to thorough explanations. Eg: A detailed explanation of the factors affecting the relative quality of life in the developed and the developing world. Sound analysis and interpretation of the source focusing clearly on the causes of the imbalance rather than a description of the consequences. **Level 2 (4–6 marks)** Sound knowledge base with convincing explanations supported by some evidence. Sound interpretation of the sources with a good attempt at evaluation. Eg: A reasonable explanation of the factors affecting the relative quality of life in the developed and the developing world. Some factors may be omitted or some of the explanation may not be entirely clear. Some successful use of the source material. **Level 1 (1–3 marks)** Some basic knowledge leading to limited and/or partial explanation. Limited evidence of interdisciplinary awareness. Limited analysis and interpretation of sources leading to limited explanation.

Question	Answer	Marks	Guidance
(c)	AO1 Knowledge and understanding accounts for 7 marks. AO2 Analysis, interpretation and evaluation accounts for 10 marks. AO3 Methods, use of sources and communication accounts for 8 marks. **Indicative Content** **Source D** fairly optimistic of progress on this issue except for first bullet point identifying problems with longevity and decreasing infant mortality **Source E** challenges the proposition because it is optimistic that the balance between population and technology can be overcome to everyone's advantage **Source F** supportive gives example of the imbalance using Bangladesh. Identifies where population growth will happen and the limited percentage of pollution generated by this group, but adds the consequences of global warming on this group **Own knowledge** Candidates might mention the following: • Need to balance current needs with intergenerational justice • Moral implications of sustainability • The needs/rights of LEDCs • Specific methods eg emissions targets, recycling schemes, carbon footprints **See also levels mark scheme on pages 5 and 6**	**[25]**	**Level 4** Points are very cogently argued, with quotations from the sources plus examples from own knowledge which are highly relevant and support the points being made closely. Candidate comes to a clear conclusion on the degree of support offered by the sources, closely related to evidence. **Level 3** Several points argued, with quotations from the sources plus examples from own knowledge which support the points being made well. Candidate comes to a clear conclusion on the degree of support offered by the sources, based on evidence. **Level 2** Some points are made, with quotations from the sources plus examples from own knowledge which are evaluated in a limited way and loosely related to the points being made. Candidate comes to a conclusion on the degree of support offered by the sources but this is only loosely evidenced **Level 1** Few relevant points are made. Little evidence is offered in support. Sources are not used to support point. Conclusion is superficial, unclear or lacking.