

Version 1.0



General Certificate of Secondary Education June 2010

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 candidates' 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 candidates' 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.

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June 2010**MARK SCHEME****40701****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 candidates are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Humanities.

2 MARKING PRINCIPLES**2.1 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.

2.2 Positive marking

Mark positively at all times, giving credit for what candidates 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.

2.3 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.

2.4 Answers in note form

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

2.5 Diagrams, etc.

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

2.6 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

3.1 The levels of response

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability.

In the mark scheme different types of answers are identified and are arranged in a series of levels, each of which is allocated a range of 3 marks.

3.2 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 used?
- 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.

3.3 Part (f) questions: converting levels into marks

The descriptors concerning the **Quality of Written Communication (QWC)** must be applied to **part (f)** of every question.

Use the marking scheme for the relevant sub-question, eg Question 1 (f), to decide the level, eg Level 3.

Then use the QWC descriptor to decide the mark within that level.

You should judge the answer on a '**best fit**' basis, according to how well it meets the QWC descriptor as a whole, again starting from the middle mark of the three.

3.4 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 12 minutes to answer a 12-mark question. The aim is to reward positively candidates who show a Humanities awareness and way of thinking.

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

For part (c), candidates need to make use of the sources provided and their own studies. The use of sources is not just a quantitative exercise: candidates 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 candidates under examination conditions. However, it is worth remembering that all the sources have been made available to candidates 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 just be an assertion based on the sources or the candidate'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), candidates 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. Candidates 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 candidate addresses the question and provides a sound and adequate level of response, usually referring to all sources. There may be use of own examples which are pertinent and relevant. The candidate shows the ability to generalise beyond the source(s), using own knowledge and case studies to amplify relevant factors and points. The candidate 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.

Please remember that the very best candidates will deserve to score more than 12 out of 12, but clearly cannot be rewarded with more than 12 marks. Candidates score the maximum mark 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 candidate 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.

- 1 (a) Which religious group named in **Source A** is the smallest?

Which religious group named in **Source A** is the largest?

(2 marks)

TARGET: Assessment Objective 1

Buddhist (152,000)

Christian (42.1 million)

1 + 1

- 1 (b) Briefly explain **two** of the beliefs and practices of one of the religious groups named in **Source A**. Use your own studies to answer.

(4 marks)

TARGET: Assessment Objective 1

Dependent on choice of religious group but one mark for naming a belief or practice and 1 mark for developing the naming into a brief explanation or fuller description.

eg Christians may go to Church (1 mark) to celebrate Christmas (2nd mark) or to pray.

Christian beliefs include: belief in God; in the Bible; life after death; forgiveness; God cares for us; looks after us.

Christian practices include: going to church; praying; taking communion; living according to scriptures; Baptism; marriages; funerals; helping other people; Christmas feasts.

Muslim beliefs include: belief in Allah; in the Koran; in Allah's will; fate; life is decided by fate.

Muslim practices include: following the word of the Koran; treating blaspheming as serious; Sharia Laws and courts; dress restrictions especially for women; the Haj (pilgrimage to Mecca at least once in a lifetime).

NB: It is sensible to mark this question holistically – sometimes ignoring the “help” of 1 and 2 on the question paper. This can be achieved through developing 2 beliefs **or** practices, or one belief and one practice.

2 + 2

- 1 (c) Religion can be important in the teaching of morals and values. How important is religion compared to other factors? Use **Sources A and B** and your own studies to explain your answer.

(12 marks)

TARGET: Assessment Objectives 2-3

LEVEL 1: **Simple assertions or separate points** extracted from a 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 We learn from schools.

A family shows what is right and wrong.

0-3

LEVEL 2: **Simple explanation**, using at least one of 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 We learn from schools and from families. These make us what we are.

The media shows us all the latest fashions and might make children believe they must have them.

4-6

LEVEL 3: **Sound analysis and evaluation**

The response focuses on the question, dealing with religion and other factors.

The candidate 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.

A sustained knowledge of some of the various influences is demonstrated.

May build to a reasoned conclusion.

eg Schools and families are important agents of socialisation (from Source B) and of these two family is more important because.....

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

7-9

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 both 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 Both religion (Source A) and socialisation (Source B) play a part in developing our values. The extent to which these are important will vary according to particular circumstance: in some religious groups religion will be a vital factor in primary socialisation.

10-12

1 (d) What is culture? Use your own studies to answer. (2 marks)

TARGET: Assessment Objective 1

Any acceptable definition of culture at a simple/undeveloped level. 1

Further mark **either** for development **or** for a valid and correct example.

eg A shared system of beliefs, values (1 mark) as the Amish (2nd mark)
or as passed on in a particular society (2nd mark). 1

1 (e) Briefly explain **two** effects of immigration into the UK. Use your own studies to answer. (4 marks)

TARGET: Assessment Objective 1

Correct effects would be:

- economic benefits
- filling job vacancies
- running London Transport
- creating a multicultural society (or any individual aspect of it, eg food, religion, etc)
- racial tension problems for local authorities, especially if specified
- pressures on local resources and the ability to finance the process
- many immigrants bring new skills and knowledge.

One mark for naming or identifying an effect and the second mark either for development or providing a workable example.

eg filling jobs vacancies (1 mark) historically, helping with reconstruction after bombing in WW2 (2nd mark) **or** after creation of the NHS (2nd mark).

2 + 2

1 (f) Choose a cultural, moral, political, religious or social issue you have studied. Explain the different views on this issue. (12 marks)

TARGET: Assessment Objectives 1-2

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 Many people think abortion is wrong. 0-3

LEVEL 2: Descriptive or list-style answer

May build to a simple and clear conclusion.

eg The candidate describes the issue: some people are for abortion (Pro-Choice), some people are against (Pro-Life).

Answers may develop one side of the argument more effectively than the other. 4-6

LEVEL 3: Sound explanation

Shows knowledge of at least two viewpoints and explains them.
 Uses examples from own studies to illustrate answer.
 May build to a reasoned conclusion.
 eg The people who are Pro-Life are often influenced by their religious beliefs in the sanctity of life.

7-9

LEVEL 4: Reasoned and detailed explanation

The answer contains some or all of the following features, building on Level 3.

- A range of points
- A sustained focus on the question
- Uses relevant information/examples in-depth from own studies
- Shows links between religion and morals and values
- Shows understanding of the complexity of the issues.
- A balanced explanation showing an understanding of both sides of the argument.
- May build to a reasoned and detailed conclusion.

eg as for Level 3, adding that the other viewpoint (Pro-Choice) is frequently supported by humanists and women's groups, who place the emphasis on freedom of choice for those involved.

10-12

TOTAL: 36 marks

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

- 2 (a) Which of the statements in **Source C** has the greatest support?

Which of the statements in **Source C** has the least support?

TARGET: Assessment Objective 1

(2 marks)

Greatest: Statement 1

Least: Statement 3

1 + 1

- 2 (b) Using **Source E**, briefly explain **two** methods used by Greenpeace.

(4 marks)

TARGET: Assessment Objective 1

Two acceptable methods: direct action; lobbying; raising money; supporting groups; fighting commercial organisations/governments.

One mark for naming or identifying a method and the second mark for developing into a brief explanation.

eg Greenpeace undertake direct action (1 mark) in order to gain more publicity (2nd mark).

2 + 2

- 2 (c) How successful have Greenpeace and other environmental pressure groups been in saving the environment? Use **Sources C, D and E** and your own studies to explain your answer. (12 marks)

TARGET: Assessment Objectives 2-3

LEVEL 1: **Simple assertions or separate points** extracted from a 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 Greenpeace stopped Brent Spar being scrapped in situ.

0-3

LEVEL 2: **Simple explanation**, using at least one of 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 Greenpeace have raised awareness of environmental threats by lobbying as a pressure group.

4-6

LEVEL 3: Sound analysis and evaluation

The response focuses on the question.

The candidate 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 Greenpeace's actions have raised people's awareness. They helped to stop nuclear energy development but the government is now once more developing nuclear power (the latter being own knowledge).

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

7-9

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 both 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 Despite the efforts of Greenpeace and other environmental pressure groups, there remain significant global threats, such as to rainforests, the North Sea, global warning etc.

At this level the candidate will be calling on wider ranges of knowledge – **either** of environmental pressure groups **or** environmental issues.

10-12

2 (d) Name **two** alternative energy sources.

(2 marks)

TARGET: Assessment Objective 1

Any two from: water; wind; hydro-electricity; wave power; geothermal; solar; tidal; biofuels.

1 + 1

- 2 (e) Briefly explain what is meant by urbanisation **and** industrialisation. Use your own studies to answer. (4 marks)

TARGET: Assessment Objective 1

A brief explanation consists of an acceptable definition (1 mark) and the further mark for either development **or** an example.

eg Urbanisation means moving to towns (1 mark)

as during the Industrial Revolution (2nd mark) or during the 18th and 19th centuries (2nd mark).

eg Industrialisation means using more technological means of production (1 mark) by greater factory production (2nd mark).

2 + 2

- 2 (f) What can individuals and families do to reduce their carbon footprint to help the environment? Explain, using your own studies to answer. (12 marks)

TARGET: Assessment Objectives 1-2

Note: The descriptors below determine the level. The quality of written communication determines the mark within each level: see the box overleaf.

LEVEL 1: Simple statements and assertions

May build to a simple conclusion.

eg We can reduce our carbon footprint by consuming less.

0-3

LEVEL 2: Descriptive or list-style answer

May build to a simple and clear conclusion.

The candidate describes ways in which individuals and families can reduce their carbon footprint.

eg Energy saving, travelling on public transport, switching lights off, not using standby on TV.

4-6

LEVEL3: Sound explanation

Shows knowledge of at least two methods of reducing carbon footprint and explains them.

Uses examples from own studies to illustrate answer.

May build to a reasoned conclusion.

eg As Level 2 examples but also explaining, for instance, that travelling on public transport would reduce our carbon footprint because it uses less fuel.

7-9

LEVEL 4: Reasoned and detailed explanation

The answer contains some or all of the following features, building on Level 3.

- A range of points
- A sustained focus on the question
- Uses relevant information/examples in-depth from own studies
- Shows links between action taken and success in reducing carbon footprint and protecting the environment.
- Shows understanding of the complexity of the issues
- May build to a reasoned and detailed conclusion.

The candidate might explain why the ways of reducing our carbon footprint will work and assesses their effectiveness. This may involve both positive and negative impacts of action taken.

eg By travelling on public transport our carbon footprint may reduce but it will also necessitate a huge investment in rolling stock.

10-12

TOTAL: 36 marks

Descriptors for Quality of Written Communication (QWC)		Marks
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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