



**General Certificate of Secondary Education  
June 2011**

**Humanities**

**40701**

**(Specification 4070)**

**Unit 1: Humanities Core**

***Report on the Examination***

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## **GCSE Humanities Paper 1**

This was the first year that all three components have been examined. The overall impression is that they all worked extremely effectively and produced a very reliable rank order of candidates.

### **General**

The paper seemed to work well by producing a good range of marks on most questions. The low mark questions gave all candidates the ability to score some marks on the paper. There was little evidence that candidates ran out of time, though it is clearly vital that they organise their time well to have enough to devote to the higher mark questions. The 12 mark questions need development at the level of evaluation and assessment to access the top two levels of the mark scheme. Some candidates find it difficult to do this. Centres should ensure their candidates are well practised in understanding the interrogation words used in questions, the importance of concentrating on the sources in a source based answer and the requirement for candidates to use 'own studies' to develop their answer in the 12 mark questions.

Generally candidates seemed well prepared for the topics on both sections of the paper. However, candidates tended to score more marks on the Culture and Beliefs section.

## **Section A – Culture and Beliefs**

### ***Question 1 (a)***

This question presented no problems for candidates and most scored full marks.

### ***Question 1 (b)***

For this question there was a slightly wider range of responses; a tendency to just paraphrase the sources limited some answers, but many candidates did well and understood fully in a holistic way.

### ***Question 1 (c)***

Many answers to this question were well developed and passionate. There was a tendency to be one-sided, with almost all against bull fighting. For Level 4 it is necessary to acknowledge why different societies have different values and customs.

### ***Question 1 (d)***

Many candidates failed to distinguish between primary and secondary agencies; very large numbers scoring just 1 mark. It is important to ensure candidates are familiar with the terms identified in the specification focus and content columns.

### ***Question 1 (e)***

This question was well answered. Most answers provided the development to get both marks.

**Question 1 (f)**

At the lower end of ability candidates did not understand the difference between nature and nurture, sometimes evidenced by the misspelling of the terms. Through the range there were some very perceptive responses, a good number of case studies – of which the Jim Twins and wolf children predominated. At the highest levels of ability some excellent knowledge was demonstrated and there was an understanding that case studies rarely provide irrefutable proof. This question was answered well where candidates have obviously examined the pros and cons of the arguments and evidence for both nature and nurture.

## **Section B – Environmental Issues**

### ***Question 2 (a)***

This question presented no problems for candidates with a vast majority scoring both marks.

### ***Question 2 (b)***

There were some very good answers to this question. Candidates accessed the higher marks with an explanation or an example.

### ***Question 2 (c)***

There were a lot of answers to this question that just recited the sources. Many candidates made no reference to their own studies. The need to develop critical responses that weighed various factors in causing pollution was sometimes missed. A large number of candidates uncritically believed that all problems could be solved if we all did a little bit.

### ***Question 2 (d)***

This question presented no real problems for candidates.

### ***Question 2 (e)***

This was an easy question with many candidates gaining the second mark twice by saying there was no harm to the environment.

### ***Question 2 (f)***

There was a real centre effect with this question – the differential coming from whether tourism had been taught as a discreet topic. The best responses understood and developed the concepts and were aware of positive and negative effects.

## **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.

## **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](http://www.aqa.org.uk/umsconversion)