



**General Certificate of Secondary Education  
June 2012**

**Humanities**

**40701**

**(Specification 4070)**

**Unit 1: Humanities Core**

***Report on the Examination***

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## GCSE Humanities Paper 1

### General

The paper worked well in providing a suitable range of marks. Less able students scored on the lower-mark questions, particularly the a) and d) parts; they usually also scored on the 4-mark questions – b) and e) parts. The 12-mark questions remain taxing and the low percentage of students scoring at Level 4 indicates a difficulty with the higher order objectives. There was a better response with the source-based (c) questions than with the own studies (f) questions. This demonstrates that schools and colleges are using the sources well and teaching to them.

### Section A – Culture and Beliefs

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

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

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

This question was well-answered by most students, with many providing explanation and development.

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

This question drew responses that tended to be at Level 2 – nearly two-thirds of students scored at this level. Many responses listed the pros and cons of gypsy life rather than addressing the British Cultural dimension. There was too much ‘lifting’ from the sources and insufficient development of own studies. The best students were able to challenge the stereotypes and some made valid comparisons with other cultural groups such as the Amish.

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

The most frequent response to this question was male; breadwinner and female; housework. Some students were still using the Romani sources, which was credited if correctly applied, but it would be worthwhile to highlight to students that the second three questions are based on their own knowledge and not the sources.

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

This question was answered well, with nearly half of students scoring 3 or 4 marks. There were plenty of credit-worthy responses that dealt with the absence of nurture by giving the example of feral children.

#### **Question 1 (f)**

Many students explained *why* the UK has developed into a multicultural society but failed to address *how*. There were many descriptive responses listing aspects of foods music, etc. The more successful responses brought things up to date with EU developments. Unfortunately, few students managed to embrace the wider and more interesting aspects of the question.

## **Section B – Environmental Issues**

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

This question presented no problems for students with the vast majority scoring both marks.

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

There were some very good answers to this question. Students generally provided development or an example.

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

There were many answers to this question that unfortunately just recited sources and failed to get to grips with the difficulty and complexity of possible solutions. Where ‘solutions’ were presented, many tended to be unrealistic and unlikely. However many students engaged well with the question and provided a wide range of responses.

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

Most students scored both marks, with many citing renewable energy sources.

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

This was a well-answered question – the majority of students scored well and demonstrated they were well aware of the benefits of recycling.

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

This question was broad in scope and elicited a wide range of responses. There were many responses that developed ideas of ‘stewardship’ and talked of religious reasons for views on environmental matters. Other students put forward perspectives explaining the motives of groups like Greenpeace. Weaker responses tried to show why individuals had different attitudes to those in groups.

## **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)