
GCSE HUMANITIES

4070 / Unit 1
Mark scheme

40701
June 2014

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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.

Further copies of this Mark Scheme are available from aqa.org.uk

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 candidates 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)

Candidates are required to:

- 1 ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- 2 select and use a form and style of writing appropriate to purpose and to complex subject matter
- 3 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 candidates 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 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.

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 candidate'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 candidates 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 candidates and in more sophisticated ways by candidates 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, e.g. Question 1 (f), to decide the level, e.g. Level 3. Then use the QWC descriptors to decide the mark within that level, e.g. 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 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 the candidate's 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.

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 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 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.

Section A: Culture and Beliefs

	Marks
<p>1 (a) (i)</p> <div style="border: 1px solid black; padding: 5px;"> Using Source A, in which year was Charles II restored to the throne? Circle the correct answer. <div style="text-align: right;"><i>(1 mark)</i></div> </div> <p>TARGET AO1</p> <p>1660</p>	1
<p>1 (a) (ii)</p> <div style="border: 1px solid black; padding: 5px;"> Using Source A, which French King was overthrown by revolution in the 18th Century? <div style="text-align: right;"><i>(1 mark)</i></div> </div> <p>TARGET AO1</p> <p>Louis XVI</p>	1
<p>1 (b)</p> <div style="border: 1px solid black; padding: 5px;"> Using Source B, why do we have a monarchy in the UK today? <div style="text-align: right;"><i>(4 marks)</i></div> </div> <p>TARGET AO1</p> <p>Up to 2 marks for simple assertions from the sources <i>e.g. we have a monarchy because it gives us continuity (1)</i> <i>the Queen has a lot of political wisdom (1)</i> <i>Tourists come to see the Queen (1)</i></p> <p>Additional marks for Elaboration /development A good development could result in 2 marks additionally for just one assertion well developed.</p> <p>Holistically candidates may be answering the question at a high level worth 3 or 4 marks which is showing an overall understanding of why the monarchy has survived. Example: <i>Tourists come to see the Queen (1) this brings in a lot of revenue from foreign tourists coming into Britain (+1)</i> <i>She has political wisdom (1). She may be able to tell politicians if new laws or changes will work or not (+1) as she has met lots of prime ministers and seen lots of different governments (+1)</i></p> <p>Direct lifts from sources Max 2</p>	1 2 3-4

1 (c)

The UK needs a monarchy in the 21st Century".
Assess this statement using Sources **A**, **B** and **C** and your own knowledge.

(12 marks)

TARGET AO2, AO3

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
- build to a simple conclusion
(*Example, the monarchy has always been around*)

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,
(*Example the monarchy is still around because we are used to it. The Queen is still head of the Church of England so is still needed*)

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,
- Shows that opinion is divided (although one side of the argument might be stronger than the other).
(*Example: Source A says the monarch is the head of the Church of England, so they still have a role today. Source B says the monarch is secure in public support, so people like the Queen. From my own studies a survey at school thought that the monarch costs the country too much money. I think that the UK needs a monarchy in the 21st century*).

7-9

NOTE Max 8 marks if the candidate 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:

10-12

- 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 cultural dispute.
- May use own knowledge to supplement sources, e.g. comparison with other societies/cultures.
*Example: In Source A it says the monarch is once more secure in public support, so this shows the Queen is popular and that the monarchy should stay. On the other hand Source A shows that in the USA the most powerful country in the world they have a president not a monarch and are still a great and powerful country.
 From my own studies I have seen that the House of Commons makes the laws in the UK and that the Queens speech is written by the government not the Queen.
 Overall I think the monarchy has few benefits and should go.*

1 (d)

Using your own knowledge, name **two** groups that have migrated into the UK.

(2 marks)

TARGET AO1

Any acceptable group.

One mark for each.eg asylum seekers, refugees, gypsies, Allow historical examples e.g. The Romans/ allow names of countries/ also allow groups from named places e.g. people from the West Indies but not continents.

1 (e)

Using your own knowledge, briefly explain **two** effects of immigration into the UK.

(4 marks)

TARGET AO1

One mark for identifying each effect,
 Example: filling job vacancies (1).

1-2

Second mark for (brief) development into an explanation, such as doing work that was necessary because of the shortage of workers after the 2nd World War.

3-4

Example filling job vacancies (1) that are difficult to fill such as crop picking (+1)

Allow relevant effects on the immigrants themselves

1 (f)

Using your own knowledge, explain what is meant by “culture and society in the UK today”. How is it different from culture and society in another European country?

(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

- Simple statement about the UK
 - May build to a simple conclusion: for example, the culture of two societies is different. 0-3
- Example ; *Culture is about your way of life*

LEVEL 2 Descriptive or list-style answer

- Descriptive statements about culture and society in the UK
 - May build to a simple and clear conclusion: for example, the culture of two societies differs by having different language/customs/norms 4-6
- Example: *Culture is about your way of life. Spain is another European country with some similarities in culture. They have a monarch, but have some differences in that the religion is Roman Catholic.*

LEVEL 3 Sound explanation

- Shows knowledge of the 2 cultures/societies and begins to explain reasons for difference, e.g. history or geography as explanations. 7-9
 - Uses examples from own studies to illustrate answer.
 - May build to a reasoned conclusion, e.g. as for Level 2 and developing more fully from case studies such as UK and Spain as alternative cultures.
- Example: *Culture is about your way of life, its traditions and customs. Society is about different groups within a country. In Spain, another European country they have some similar culture as they have a monarchy and have regions within the country with different cultures and customs than other parts of the country. In Spain the Basque area has many of its own customs. Many people there want separate government than the rest of Spain. In the UK Scotland have many different customs and traditions than the rest of the UK. Many people there want independence.*

LEVEL 4 Reasoned and detailed explanation

The answer contains some or all of the following features: 10-12

- 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 cultures, developing understanding of how both have their unique cultural identity.
- May build to a reasoned and detailed conclusion.
Example: *Culture is about the way of life in a country, its traditions and customs. Spain is another European country with culture and traditions I think are different to ours. While the main religion in Spain is Roman Catholic the main religion in the UK is protestant.*

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 = 36 marks

Section B: Environmental Issues**Marks****2 (a) (i)**

Using **Source D**, how many National Parks are there in the UK?
Circle the correct answer.

*(1 mark)***TARGET AO1**

1

15

2 (a) (ii)

Using **Source D**, when was the New Forest added as a National Park?

*(1 mark)***TARGET AO1**

1

1 March 2005

2 (b)

Using **Source E**, why is erosion such a problem in National Parks?

*(4 marks)***TARGET AO2, AO3**

1-2

Up to 2 marks for simple assertions

Example: *it wears away the vegetation (1)**It has lots of causes (1)**It happens every day (1)*

Further 2 marks for explanation/ development

Example: *it damages the vegetation (1) which dies off and exposes the soil (+1) which is worn away (+1)*

3-4

2 (c)

Assess the view that National Parks are a great success story.
Use Sources **D**, **E** and **F** and your own knowledge.

*(12 marks)***TARGET AO2, AO3****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.
- Build to a simple conclusion,
Example *National Parks are a success*
There are 15 of them
They are still being created.

0-3

LEVEL 2	Simple explanation , using at least one of the sources and/or own studies.	4-6
	<ul style="list-style-type: none"> • Evidence from the sources is presented but is not developed. • May build to a simple and clear conclusion, Example. National Parks are a success as is shown by Source D where they were formed from 1951 right through to 2009 	
LEVEL 3	Sound analysis and evaluation	7-9
	<ul style="list-style-type: none"> • 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, e.g. as with Level 2 but adding an awareness of the two points of view and demonstrating a realistic approach to evaluation. 	

For Level 3 the first three bullet points are likely to be more explicit and visible than the fourth.

Example; *Source D shows National Parks are a success as there are 15 of them. They were created right through from 1951 to 2009. If they were not a success they would have been stopped in the 1950's.*

Source F shows they are not a success as they cause lots of problems such as not letting business grow.

From my own studies I have seen that house prices in Ambleside are 50% higher than in many parts of the UK due to planning restrictions. Locals cannot afford houses. This shows they have not been a success.

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

LEVEL 4	Reasoned and detailed analysis and evaluation	10-12
	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 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, 	

e.g. as for Level 3 but **also** some specific examples of both positive and negative effects of National Parks.

- May use own knowledge to supplement sources, e.g. bringing in aspects of other use of National Park status in Africa or the Americas.

Example: Source F shows lots of problems with National Parks such as the fact that locals can't afford houses as prices soar. It shows that lots of villages have been bought up as second homes and only fill up at weekends. From my own study of the Lake District, nearly all of Elterwater is now second homes. Many locals move out.

Source D shows that National Parks were designated right through from 1951 until 2009. If they were not a success they would not have kept developing them.

Overall I think National Parks have been a success.

2 (d)

Using your own knowledge, name **two** environmental pressure groups.

(2 marks)

TARGET AO1

1 mark for any relevant group

Likely responses of Greenpeace /Friends of the Earth/W.W.F (1 mark each).

2 (e)

Using your own knowledge, briefly explain **two** methods employed by environmental pressure groups. (4 marks)

TARGET AO1

Up to 2 marks for naming/ description of each method used – likely to be petitioning, media campaigns, direct action.

Up to 2 further marks for developing a (brief) explanation that (for example) the use of direct action(1) shocks the public (+1) or that petitioning (1) is likely to influence decision makers(+1)

2 (f)

Using your own knowledge, explain how individuals and groups interact with a large ecosystem. Choose either a rainforest or a marine ecosystem.

(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

- Simple description or list of activities within an ecosystem.
- May build to a simple conclusion, for example just showing one group's interaction with the rainforest.
Example : *People can hunt animals*
The Kayapo tribe are hunters in the rainforest.

LEVEL 2 Descriptive or list-style answer

- Identifies interactions in an ecosystem.
- May build to a simple and clear conclusion, for example showing 2 perspectives on the rainforests such as the indigenous population and industry.
Example: *Tribes like Kayapo hunt animals in the forest. They have little effect on the vegetation.*
Other groups such as mining companies destroy large areas.

LEVEL 3 Sound explanation

- Builds on level 2 answer.
- Uses clear examples from own studies to illustrate answer.
- May build to a reasoned conclusion, or develops an explanation of different interests in the ecosystem showing understanding of the issues involved in one side or the other.
Example: *Tribes like the Kayapo are a group in the Amazon rainforest. They interact with the forest because they use it for all of their everyday needs. They have a use for 90% of the plants in the forest. They use them for medicine, food and tools. The interaction causes little damage to the area.*

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 that both negative and positive aspects are involved in the rainforest, that different individuals and groups have different perspectives and why this inevitably leads to conflict.

Example: The Kayapo interact with the tropical forest to get most of what they need for everyday life. They use trees as wood for building huts and as material to make tools. The plants in the forest are used for food. Manioc is grown in some cases to give them flour to make bread. Although all of these activities involve cutting down trees the tribe still lives in balance with the forest. This means that destruction of the forest does not really take place.

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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 = 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

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