



**General Certificate of Secondary
Education**

Humanities

Specimen Mark Scheme

Unit 1: Humanities Core

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2008 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

SPECIMEN MARK SCHEME

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 following 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, e.g. Question 1 (f), to decide the level, e.g. Level 3.

Then use the QWC descriptor 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 descriptor as a whole.

<u>Level descriptors for Quality of Written Communication (QWC)</u>		<u>Marks</u>
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 gammar. 	10-12

-
1. (a) Which **two** groups in **Source A** are the smallest? (2 marks)
- TARGET: Assessment Objective 1
- Chinese and other – 1 mark each. 1 + 1
1. (b) Briefly explain **two** reasons why immigrants came to the UK after 1945. Use **Source A** to answer. (4 marks)
- TARGET: Assessment Objective 1
- Maximum 2 marks for each of two reasons from Source A:
1 mark for identification and 1 mark for explanation or development.
- Two reasons from Source A include: opportunity, work/jobs, higher pay, escaping persecution. 2 x 2
1. (c) How far has the UK benefited from immigration since 1945? Explain your views, using **Sources A and B** and your own studies. (12 marks)
- TARGET: Assessment Objectives 2-3
- LEVEL 1: A **simple** description of the benefits/diversity which ethnic minorities have brought to the UK. The answer might be restricted to the aspects given in Source A or B: filling job vacancies, celebration, food, sport or religion. 0-3
- LEVEL 2: A **satisfactory** description of the benefits/diversity which ethnic minorities have brought to the UK. The answer might be restricted to the aspects given in Sources A and/or B: filling job vacancies, celebration, food, sport or religion. 4-6
- At Levels 1 and 2 the candidate's response will be at a fundamentally **descriptive** level.
- LEVEL 3: A **good** analysis and assessment of the benefits/diversity which ethnic minorities have brought to the UK. The candidate will develop at least two aspects, perhaps limited to those presented in Sources A and B – filling job vacancies, celebration, food, sport or religion. The candidate will show how migration to the UK has widened our culture. 7-9
- LEVEL 4: A **thorough** analysis and assessment of the benefits/diversity which ethnic minorities have brought to the UK. The candidate demonstrates a realistic understanding of the multicultural nature of UK society. The answer talks of aspects such as jobs, celebration, food, sport or religion at a **thorough** level. The candidates provide their own examples in addition to Sources A and B, perhaps relating to creating wealth, working in service industries, learning about others, cultural enrichment, greater choice and opportunity, adaptability, co-operation and tolerance. 10-12
- For Levels 3 and 4 the candidate will be **analysing and assessing**, not just describing.
-

1. (d) What is meant by a peer group? Briefly explain, using your own studies. (2 marks)

TARGET: Assessment Objective 1

A group of friends, people of your own age (1 mark)

Who influence the way you behave (1 mark)

1 + 1

1. (e) Explain how the media affect our beliefs. Use your own studies to answer. (4 marks)

TARGET: Assessment Objective 1

Simple understanding what the media, such as TV, magazines, do. 0-2

Developed explanation of the media showing their influence on people's beliefs. 3-4

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

TARGET: Assessment Objectives 1-2

Note: the quality of written communication determines the mark within each level. See section 3.3 above. The descriptors below determine the level.

LEVEL 1: A **simple** description of the issue and a simple statement of one point of view, possibly the candidate's own.
e.g Abortion is wrong in all circumstances and should not be legal. 0-3

LEVEL 2: A **satisfactory** description of the issue. At this level the candidate appreciates different views but is describing the views rather than explaining why people hold such views. 4-6

LEVEL 3: A **good** explanation of the issue. The candidate develops an explanation as to the origin of different ideas on the subject. One such view will be well explained.
e.g Many Catholics are opposed to abortion because they believe in the sanctity of life. 7-9

LEVEL 4: A **thorough** explanation of the issue. The candidate develops fully an explanation of why people hold different views. The candidate explains links between beliefs and views. The candidate may refer to moral/social values, such as the sanctity of life, rights and responsibilities, and religious beliefs. 10-12

TOTAL: 36 marks

2. (a) Using **Source C**, which **two** fuels were used to generate the most electricity in the UK in 2006? (2 marks)
- TARGET: Assessment Objective 1
- Coal and gas – 1 mark each. 1 + 1
2. (b) Using **Source D**, explain **why** there are different views about how the UK should generate energy. (4 marks)
- TARGET: Assessment Objective 1
- Simple** understanding of the views in Source D. 0-2
- Developed** explanation of why there are different views in Source D. The candidate could make links between the position of the speakers and the views held. e.g. The main concern of the Green Party MEP is to protect the environment, and the CBI Director to ensure that industry gets sufficient energy supplies to meet its needs. 3-4
- 2 (c) How do you think the UK should generate energy in the future? Explain your views, using **Sources C and D** and your own studies. (12 marks)
- TARGET: Assessment Objectives 2-3
- LEVEL 1: A **simple** description of future energy generation, presenting one point of view, possibly taken from Source C or D.
e.g We will be short of energy unless we build new nuclear power stations. 0-3
- LEVEL 2: A **satisfactory** description of future energy generation, developing views, perhaps limited to those in Sources C and/or D.
e.g The candidate shows how the views in Source D are divided, with the Government Minister and the Chief Scientific Adviser for more nuclear power stations and the Green Party MEP against. 4-6
- At Levels 1 and 2 the candidate's response will be at a fundamentally **descriptive** level.
- LEVEL 3: A **good** analysis and assessment of future energy generation, explaining views in Sources C and D realistically and demonstrating good understanding of future needs.
e.g The candidate uses Source C to argue that our dependence on fossil fuels, at nearly three-quarters of the total, is too large as they cannot be replaced. The candidate favours using a variety of methods to meet our energy needs, including more efficient use of current energy supplies and new nuclear power stations. 7-9

LEVEL 4: A **thorough** analysis and assessment of future energy generation, explaining views in Sources C and D thoroughly and showing both the positive and negative aspects of a future scenario. The candidate understands that our needs are greater than current sustainable supply, that action can be taken to increase capacity and to reduce consumption, and that there are disadvantages associated with the various methods of generating energy. The candidate provides a reasoned conclusion or argument which explains a realistic outcome. e.g. The candidate might argue that, whilst nuclear power stations are cleaner than those using coal, they may be less safe. An accident or a terrorist attack at a nuclear power station could have drastic consequences, as at Chernobyl, and so the risk should not be taken.

10-12

For Levels 3 and 4 the candidate will be **analysing and assessing**, not just describing.

2. (d) What is global warming? Briefly explain, using your own studies. (2 marks)

TARGET: Assessment Objective 1

Rising global temperatures (1 mark) caused by an increase in pollution/CO₂ from car fumes/burning fossil fuels (1 mark).

1 + 1

2. (e) Explain **two** ways in which global warming can be reduced. Use your own studies to answer. (4 marks)

TARGET: Assessment Objective 1

Max 2 marks for each of the two ways:

1 mark for identification and 1 mark for explanation or development.

Ways of reducing global warming include: reducing the amount of greenhouse gases we produce; taking action through international agreements such as the Kyoto Protocols; producing energy in cleaner ways; reducing individuals' energy consumption, e.g by better insulation of homes, recycling, using public transport rather than our own cars.

2 x 2

2. (f) Explain how environmental pressure groups try to protect the environment.
Use your own studies to answer. (12 marks)

TARGET: Assessment Objectives 1-2

Note: the quality of written communication determines the mark within each level. See section 3.3 above. The descriptors below determine the level.

LEVEL 1: A **simple** description of one or more environmental pressure groups' attempts to protect the environment, e.g an environmental pressure group gets members to raise money. 0-3

LEVEL 2: A **satisfactory** description of one or more environmental pressure groups' attempts to protect the environment. This will be realistically developed at a descriptive level to show methods used. Methods include: using the media, demonstrations, campaigns, advertising, producing educational materials, direct action such as Greenpeace's use of its ship 'Rainbow Warrior', lobbying government ministers. 4-6

LEVEL 3: A **good** explanation of attempts made by one or more environmental pressure group/s to protect the environment. The candidate might explain why particular methods are used, e.g Greenpeace uses shock tactics in order to gain publicity and support. At this level, candidates will identify at least one environmental pressure group and show how that group influences awareness of environmental issues. 7-9

LEVEL 4: A **thorough** explanation of attempts made by one or more environmental pressure group/s to protect the environment. This will be thoroughly and realistically developed to show how environmental group/s operate, and might include an explanation of the aims behind the methods used or an assessment of their effectiveness. This may involve both positive and negative impacts of action taken. There will be good use of exemplar material. The examples used will be relevant and pertinent to the case developed. 10-12

TOTAL: 36 marks
