



General Certificate of Secondary Education June 2011

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.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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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:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- 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, eg Question 1 (f), to decide the level, eg Level 3. Then use the QWC descriptors to decide the mark within that level, eg 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****1 (a)**

Using **Source A**, state what the Picadors do to weaken the bull.
(1 mark)

TARGET AO1

They put spears in the bulls/spears it.

1

Using **Source A**, state how the Matador is rewarded for his victory.
(1 mark)

TARGET AO1

He is given the ears/tail/hoof/part of the bull/basking in the crowds adulation.

1

1 (b)

Why is bullfighting still popular in Spain?
(4 marks)

TARGET AO1

One simple assertion eg because it is a tradition/part of the culture.

1

Two simple assertions.

2

Development linked to their nation or identity/many older people follow it/it is a major tourist attraction/people admire bullfighters/matadors. A good development could result in 2 marks additionally for just one assertion well developed.

3-4

Holistically candidates may be answering the question at a high level worth 3 or 4 marks which is showing an overall understanding of **why** bullfighting is still popular.

1 (c)

Assess the view that bullfighting in Spain should be stopped. Use **Sources A, B and C** and your own studies to support your answer.
(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: for example, bullfighting has always been popular/part of Spanish life.

0-3

LEVEL 2	<p>Simple explanation, using at least one of the sources and/or own studies.</p> <ul style="list-style-type: none"> Evidence from the sources is presented but is not developed. May build to a simple and clear conclusion, eg bullfighting is popular and many Spaniards believe in it as a way of life. 	4-6
LEVEL 3	<p>Sound analysis and evaluation</p> <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, eg bullfighting is central to Spanish identity but it is also now causing animal rights groups to be involved as it is cruel. Shows that opinion is divided (although one side of the argument might be stronger than the other). 	7-9
NOTE	Max 8 marks if the candidate uses only the sources or only own studies.	
LEVEL 4	<p>Reasoned and detailed analysis and evaluation</p> <p>The answer contains some or all of the following features:</p> <ul style="list-style-type: none"> 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, eg 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, eg comparison with foxhunting. 	10-12

1 (d)

<p>Give two examples of primary agencies of socialisation. Use your own studies to answer.</p> <p style="text-align: right;"><i>(2 marks)</i></p>
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TARGET AO1

Family/mother/father/relatives/parents/siblings/brothers and sisters. One mark for each.	0-2
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1 (e)

Identify and briefly explain the influence of **two** secondary agencies of socialisation on children's behaviour. Use your own studies to support your answer. *(4 marks)*

TARGET AO1

One mark for identifying each agency: peer group/friends, mass media, religion, work, education. 1-2

Second mark for (brief) development into an explanation, such as education/schools help to influence us by providing examples and role models, teach us both formally and informally. 3-4

1 (f)

Assess whether nature **and** nurture play an equal part in human development. Use your own studies to support your answer. (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

- May build to a simple conclusion: for example, nature and nurture are both important/nature is your genes/nurture is what you learn. 0-3

LEVEL 2 Descriptive or list-style answer

- May build to a simple and clear conclusion: for example, nature is what you are born with – your hair colour, eye colour, etc. Nurture is what you are taught/learn – the things you are told. 4-6

LEVEL 3 Sound explanation

- Shows knowledge of nature and nurture and provides an explanation.
- Uses examples from own studies to illustrate answer.
- May build to a reasoned conclusion, eg as for Level 2 and drawing on both sides of a debate and developing more fully from case studies such as twin studies, Kamala/Amala, etc. 7-9

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, eg as for Level 3 but **also** showing how the explanation cannot be conclusive as we can rarely justify experimentation, or there are few examples which are sufficient to draw data from. 10-12

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)**

Using **Source D**, state the recycling rate in North West Leicestershire in 2007. *(1 mark)*

TARGET AO1

39%

1

Using **Source D**, state how many tonnes of waste we produce each year. *(1 mark)*

TARGET AO1

100 million tonnes

1

2 (b)

In what ways can we reduce the amount of landfill? *(4 marks)*

TARGET AO1

Landfill can be decreased by recycling more, by making products using fewer natural resources, by stopping waste growth, re-using more, recovering wastes.

1-2

Any one way is worth 1 mark (2 x 1 = 2 marks).

Developing (briefly) an explanation, or providing an example, will get the second mark.

1-2

An alternative way to 3 or 4 marks is to list 3 or 4 simple statements, or 3 statements with one explained.

2 (c)

Assess the view that pollution can be reduced enough by the recycling efforts of individuals and councils. Use **Sources D, E and F** and your own studies to support your answer. (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, eg recycling has reduced waste.

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 recycling has reduced waste, as in NW Leicestershire where a great reduction in rubbish has been achieved.

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 as with Level 2 but also a development that there is still much to do and that recycling on its own is only part of a solution.

7-9

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

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.

- 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 as for Level 3 but **also** some specific examples of both recycling and other means of realistic resource reduction that will improve pollution levels.
 - May use own knowledge to supplement sources, eg background knowledge of other aspects of pollution.
- 10-12

2 (d)

Give **two** examples of fossil fuels. Use your own studies to answer.
(2 marks)

TARGET AO1

Gas, oil/petrol, coal (1 mark each). 1-2

2 (e)

Identify and briefly explain how using **two** alternative sources of energy will help to preserve our environment. Use your own studies to support your answer.
(4 marks)

TARGET AO1

One mark for each alternative source of energy identified (solar, wind, water, nuclear etc) to a maximum of 2 marks. 1-2

Up to 2 further marks for developing a (brief) explanation that (for example) the use of wind power will reduce our dependence on fossil fuels. Damaging or harming the environment is a likely and acceptable development. 1-2

2 (f)

Assess the view that tourism can be developed without damaging the environment. Use your own studies to support your answer.
(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

- May build to a simple conclusion, for example just showing one positive or negative aspect. 0-3

LEVEL 2 Descriptive or list-style answer

- May build to a simple and clear conclusion, for example showing both positive and negative aspect at a simple level. 4-6

LEVEL 3 Sound explanation

- Shows knowledge of one or more views and explains them.
- Uses examples from own studies to illustrate answer.
- May build to a reasoned conclusion, eg developing an explanation of negative/positive showing understanding of the issues involved in one side or the other. 7-9

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, eg as for Level 3 but **also** developing a holistic understanding that both negative and positive aspects ensue from tourism and that the development of tourism is likely as world economic growth causes us all to look at developing tourism as tourists or providers. 10-12

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

ASSESSMENT GRID – JUNE 2011
(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