



GCE

Humanities

Unit **G101**: Human society and the natural world

General Certificate of Education

Mark Scheme for June 2014

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.
















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Tick
	Cross
	Unclear
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Benefit of doubt
	Effective evaluation
	Level 1
	Level 2
	Level 3
	Level 4
	Not answered question
	Own figure rule
	Noted but no credit given
	Too vague
	Omission

Subject-specific Marking Instructions

	AO1 7 marks	AO2 10 marks	AO3 8 marks
Band	Demonstrate knowledge and understanding from across the humanities and social sciences disciplines	Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines	Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reach evidenced conclusions and communicate findings effectively
4	Wide range of relevant accurate and detailed knowledge demonstrated Thorough explanations with extensive detail 6-7 marks	Thorough analysis and interpretation of a wide range of evidence Thorough evaluation linked to thorough explanations 8-10 marks	Sources competently deployed to support arguments Valid conclusions reached, supported by evidence Analysis and conclusions accurately and coherently communicated Spelling, punctuation and grammar accurate; meaning is very clear 7-8 marks
3	Adequate knowledge demonstrated, usually accurate and relevant Adequate explanations, not highly detailed 4-5 marks	Adequate analysis and interpretation of a range of evidence Adequate attempt at evaluation linked to adequate explanations 5-7 marks	Sources deployed adequately to support arguments Conclusions generally valid, but not always supported by evidence Analysis and conclusions adequately communicated in a structured way Spelling, punctuation and grammar usually accurate and meaning generally clear 5-6 marks
2	Basic, relevant and accurate knowledge demonstrated Limited or partial explanations	Limited analysis and interpretation of a limited range of evidence Limited evaluation linked to partial explanations	Some sources deployed to support limited arguments Some valid conclusions, but limited and not closely related to evidence Analysis and conclusions broadly related

	AO1 7 marks	AO2 10 marks	AO3 8 marks
Band	Demonstrate knowledge and understanding from across the humanities and social sciences disciplines	Apply knowledge and understanding to analyse, interpret and evaluate evidence in a range of forms from across the humanities and social sciences disciplines	Demonstrate independent research skills, using relevant methods from across the range of humanities and social sciences critically and appropriately to investigate unfamiliar issues, reach evidenced conclusions and communicate findings effectively
	2-3 marks	2-4 marks	to task, but some vagueness in communication Spelling, punctuation and grammar have some inaccuracies and meaning not always clear 3-4 marks
1	Little knowledge demonstrated, not always relevant or accurate Vague or largely incoherent explanations 1 mark	Inadequate attempt at analysis and interpretation Inadequate evaluation linked to vague or largely incoherent explanations 1 mark	Sources only loosely related to arguments Conclusions inadequately supported by evidence or asserted with no justification Analysis and conclusions largely unrelated to task and communication vague or largely incoherent Spelling, punctuation and grammar inaccurate and obscure meaning 1-2 marks
0	No relevant material	No relevant material	No relevant material

Question		Answer	Marks	Guidance
1	a	<p>AO1 Knowledge and Understanding accounts for all 5 marks.</p> <p>Indicative content:</p> <p>Candidates may refer to the following points</p> <ul style="list-style-type: none"> • farmers believe milk prices unfair • price paid to farmers less than their costs of production • retail price of milk much higher than price paid to farmers • supermarkets making profits, farmers making losses • farmers blame milk processors and supermarket distribution centres <p>Level 3 (5 marks) Thorough use of information extracted from the source to demonstrate clear understanding of the demands of the question. Relevant, accurate and detailed deployment of information from the source used to demonstrate thorough knowledge and understanding to write a detailed descriptive answer.</p> <p>Level 2 (3-4 marks) Adequate use of information extracted from the source to demonstrate an adequate understanding of the demands of the question. Adequate relevant and accurate use of information from the source to demonstrate adequate knowledge and understanding to write a descriptive answer.</p> <p>Level 1 (1-2 marks) Limited information extracted from the source to demonstrate limited understanding of the demands of the question. Limited use of relevant and accurate information from the source to demonstrate limited knowledge and understanding needed to write a descriptive answer.</p>	[5]	<p>Candidates will be expected to use most of the points available to develop an answer which shows thorough understanding of the demands of the question with relevant and accurate use of the information to produce a detailed answer.</p> <p>Candidates will be expected to use some of the points available to develop an answer which shows an adequate understanding of the demands of the question with adequate use of the information contained in the source to produce a less detailed answer</p> <p>Candidates use limited information to develop an answer which shows a limited understanding of the demands of the question to produce a limited answer.</p>

Question		Answer	Marks	Guidance
1	b	<p>AO1 Knowledge and Understanding accounts for 4 marks. AO2 Analysis, interpretation and evaluation accounts for 6 marks.</p> <p>Indicative Content: Candidates may refer to the following points</p> <ul style="list-style-type: none"> • industrialisation leads to rising income • rising income leads to diet changes / higher demand for higher quality food (meat, eggs and dairy products mentioned in source) • scale of food production increases, this leads to factory farming. This in turn has an environmental impact <p>Own Knowledge Could Include: Candidates may explain some of the following ideas</p> <ul style="list-style-type: none"> • increased reliance on market (money) for food rather than growing own food • worse conditions for animals in large scale production farms <p>Level 3 (7-10 marks) Thorough use of information extracted from the sources and the candidates own knowledge to demonstrate clear understanding of the demands of the question. Thorough analysis, interpretation and evaluation of the sources and own knowledge is demonstrated to structure a relevant, accurate, detailed and balanced response to the question.</p> <p>Level 2 (4-6 marks) Adequate use of information extracted from both sources and own knowledge to demonstrate an adequate understanding of the demands of the question. Adequate analysis, interpretation and evaluation of the sources and own knowledge is demonstrated to structure an adequate response to the question.</p> <p>Level 1 (1-3 marks) Limited information extracted from both sources and own knowledge demonstrating a limited understanding of the demands of the question. Limited analysis, interpretation and evaluation of the sources and own knowledge is demonstrated to structure a limited response to the question.</p>	[10]	<p>Candidates will be expected to use both sources and own knowledge demonstrating thorough understanding of and competency in responding to the demands of both AO's to achieve this level. Candidates whose use of sources/own knowledge is unbalanced should be awarded marks at the bottom of the level.</p> <p>Candidates will be expected to use both sources and own knowledge to demonstrate adequate understanding of the demands of both AO's to achieve this level. Candidates whose use of sources/own knowledge is unbalanced should be awarded marks at the bottom of the level.</p> <p>Candidates are unlikely to produce a balanced answer using both sources and own knowledge. Candidates use limited information to develop an answer which shows a limited understanding of the demands of the question to produce a limited answer.</p>

Question		Answer	Marks	Guidance
1	c	<p>AO1 Knowledge and understanding accounts for 7 marks. AO2 Analysis, interpretation and evaluation accounts for 10 marks. AO3 Methods, use of sources and communication accounts for 8 marks.</p> <p>The subject specific levels mark scheme on pages 4 and 5 must be referenced.</p> <p>Indicative Content:</p> <p>Source A supports the view that current pricing arrangements are unsustainable (losses for farmers) and advocates consumer support for local dairy farmers.</p> <p>Source B notes that the current large scale farming methods currently used to meet growing demand for food are inefficient and pollute the environment, suggesting an alternative, more sustainable mode of food production is needed.</p> <p>Source C does not support the view: it notes that large farms can be sustainable and need not affect the environment</p> <p>Own Knowledge Could Include:</p> <p>Candidates may argue that</p> <ul style="list-style-type: none"> • Population – resource balance • Population growth may / may not continue as expected • Food production is not sufficient to prevent famine • Other factors affecting food sustainability • Malthus and Boserup (innovation) <p>Level 4 Thorough use of information extracted from sources and own knowledge demonstrates thorough understanding of the demands of the question.</p>	[25]	<p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • Wide range of relevant knowledge • Detailed explanations

Question	Answer	Marks	Guidance
	<p>Thorough analysis, interpretation and evaluation of sources and own knowledge enables candidate to structure a balanced response. Candidate to a clear conclusion closely related to evidence.</p> <p>Level 3 Adequate use of information extracted from sources and own knowledge demonstrates adequate understanding of the demands of the question. Adequate analysis, interpretation and evaluation of sources and own knowledge enables candidate to structure an adequate response to the question. Candidate comes to a clear conclusion based on evidence.</p> <p>Level 2 Limited use of information extracted from sources and own knowledge demonstrate a limited understanding of the demands of the question. Limited analysis, interpretation and evaluation of the sources and own knowledge produces a limited response to the question. Candidate comes to a conclusion but this is only loosely evidenced.</p> <p>Level 1 Few relevant points are made. Little evidence is offered in support. Sources are not used to support point. Conclusion is superficial, unclear or absent.</p>		<p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Analysis of evidence • Evaluation linked to explanation <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Conclusions with argument/evidence • Good communication <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • A range of relevant knowledge • Explanations lacking detail <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Attempt to analyse evidence • Attempt to link evaluation/explanation <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Valid conclusions lacking support • Communication generally clear <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • Limited knowledge • Limited explanations <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Analysis of small range of evidence • Evaluation poor partial explanations <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Conclusions poorly evidenced • Communication has errors <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • Little relevant knowledge • Vague explanations <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Inadequate analysis • Inadequate evaluation

Question		Answer	Marks	Guidance
				AO3 Candidate shows <ul style="list-style-type: none"> • Conclusions no justifications • Communication inaccurate
2	a	<p>AO1 Knowledge and Understanding accounts for all 5 marks.</p> <p>Indicative content: Candidates may make the following points</p> <ul style="list-style-type: none"> • Majority agreed environment should be given priority in 1985 • Majority agreed economic growth should be given priority by 2010 • Proportion of respondents who agree environment should be given priority shows trend fall over period • Proportion of respondents who agree economic growth should be given priority shows trend increase over period • Falls in support for environment occurred around periods in which US economy did not grow • Issue more contentious in 2000s than in 1985-2000 <p>Level 3 (5 marks) Thorough use of information extracted from the source to demonstrate clear understanding of the demands of the question. Relevant, accurate and detailed deployment of information from the source used to demonstrate thorough knowledge and understanding to write a detailed descriptive answer.</p> <p>Level 2 (3-4 marks) Adequate use of information extracted from the source to demonstrate an adequate understanding of the demands of the question. Adequate relevant and accurate use of information from the source to demonstrate adequate knowledge and understanding to write a descriptive answer.</p> <p>Level 1 (1-2 marks) Limited information extracted from the source to demonstrate limited understanding of the demands of the question. Limited use of relevant and accurate information from the source to demonstrate limited knowledge and understanding needed to write a descriptive answer.</p>	[5]	<p>Candidates will be expected to use most of the points available to develop an answer which shows thorough understanding of the demands of the question with relevant and accurate use of the information to produce a detailed answer.</p> <p>Candidates will be expected to use some of the points available to develop an answer which shows an adequate understanding of the demands of the question with adequate use of the information contained in the source to produce a less detailed answer</p> <p>Candidates use limited information to develop an answer which shows a limited understanding of the demands of the question to produce a limited answer.</p>

Question	Answer	Marks	Guidance
2 b	<p>AO1 Knowledge and Understanding accounts for 4 marks. AO2 Analysis, interpretation and evaluation accounts for 6 marks.</p> <p>Indicative Content:</p> <p>Candidates may explain the following points from the source</p> <ul style="list-style-type: none"> • GDP does not take into account environmental degradation or resource depletion • GDP does not measure sustainability • GDP does not include voluntary activities • GDP does not include effects of crime, unemployment or the loss of time spent commuting to work <p>Own Knowledge Could Include:</p> <p>Candidates may make reference to some of the following ideas</p> <ul style="list-style-type: none"> • Sustainability and quality of life depend on levels of development, which in turn depend e.g. on life expectancy • Standard of living depends on population size/growth rate (GDP only measures total income) • Standard of living depends on distribution of income / level of inequality in society • Alternative measures of living standards or environmental impact, e.g. HDI, ESI, carbon footprints • Other disadvantages of higher income, e.g. longer working hours, stress, loss of leisure time <p>Level 3 (7-10 marks) Thorough use of information extracted from the sources and the candidates own knowledge to demonstrate clear understanding of the demands of the question. Thorough analysis, interpretation and evaluation of the sources and own knowledge is demonstrated to structure a relevant, accurate, detailed and balanced response to the question.</p>	[10]	<p>HDI –Human Development Index ESI – Economic Sustainability Index</p> <p>Candidates will be expected to use both sources and own knowledge demonstrating thorough understanding of and competency in responding to the demands of both AO's to achieve this level. Candidates whose use of sources/own knowledge is unbalanced should be awarded marks at the bottom of the level.</p>

		<p>Level 2 (4-6 marks) Adequate use of information extracted from both sources and own knowledge to demonstrate an adequate understanding of the demands of the question. Adequate analysis, interpretation and evaluation of the sources and own knowledge is demonstrated to structure an adequate response to the question.</p> <p>Level 1 (1-3 marks) Limited information extracted from both sources and own knowledge demonstrating a limited understanding of the demands of the question. Limited analysis, interpretation and evaluation of the sources and own knowledge is demonstrated to structure a limited response to the question.</p> <p>Level 0 (0 marks) No relevant material.</p>		<p>Candidates will be expected to use both sources and own knowledge to demonstrate adequate understanding of the demands of both AO's to achieve this level. Candidates whose use of sources/own knowledge is unbalanced should be awarded marks at the bottom of the level.</p> <p>Candidates are unlikely to produce a balanced answer using both sources and own knowledge. Candidates use limited information to develop an answer which shows a limited understanding of the demands of the question to produce a limited answer.</p>
2	c	<p>AO1 Knowledge and understanding accounts for 7 marks. AO2 Analysis, interpretation and evaluation accounts for 10 marks. AO3 Methods, use of sources and communication accounts for 8 marks.</p> <p>The subject specific levels mark scheme on pages 4 and 5 must be referenced.</p> <p>Indicative Content:</p> <p>Source A:</p> <ul style="list-style-type: none"> increased support for prioritising economic growth priority unclear / both are important in 2010. Candidates may discuss the validity of using public opinion. Although they may recognise that in democratic societies, politicians have to have an awareness of public opinion 	[25]	.

	<p>Source B:</p> <ul style="list-style-type: none"> • governments will prioritise GDP growth if that is what they measure • unsustainable growth is undesirable – suggests both are priorities • GPI declining since 1975 – suggests more (GDP) growth is not the answer • Candidates may argue that the measures included in GPI are a more valuable indicator of priorities <p>Source C:</p> <ul style="list-style-type: none"> • no single ‘global’ answer: environmental protection less important to respondents in MEDCs, more important to respondents in LEDCs • most people believe government should act to protect the environment • onus on companies, not just governments, to consider environmental protection • people (consumers) less likely to change their lifestyles <p>Own Knowledge Could Include:</p> <ul style="list-style-type: none"> • Higher GDP (per head) is required to lift LEDCs out of poverty / allow them to increase their levels of development. • Millennium Development Goals – environmental sustainability is MDG 7. • Environmental protection can create jobs (“green collar jobs”) and contribute to economic activity – the two objectives are not necessarily in conflict • Candidates may argue that greater wealth may enable more responsible choices regarding the environment both for governments and for individuals. However in some cases economic growth is at the cost to the environment. 	<p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • Wide range of relevant knowledge • Detailed explanations <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Analysis of evidence
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	<p>Level 4 Thorough use of information extracted from sources and own knowledge demonstrates thorough understanding of the demands of the question. Thorough analysis, interpretation and evaluation of sources and own knowledge enables candidate to structure a balanced response. Candidate to a clear conclusion closely related to evidence.</p> <p>Level 3 Adequate use of information extracted from sources and own knowledge demonstrates adequate understanding of the demands of the question. Adequate analysis, interpretation and evaluation of sources and own knowledge enables candidate to structure an adequate response to the question. Candidate comes to a clear conclusion based on evidence.</p> <p>Level 2 Limited use of information extracted from sources and own knowledge demonstrate a limited understanding of the demands of the question. Limited analysis, interpretation and evaluation of the sources and own knowledge produces a limited response to the question. Candidate comes to a conclusion but this is only loosely evidenced.</p> <p>Level 1 Few relevant points are made. Little evidence is offered in support. Sources are not used to support point. Conclusion is superficial, unclear or absent.</p>	<ul style="list-style-type: none"> • Evaluation linked to explanation <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Conclusions with argument/evidence • Good communication <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • A range of relevant knowledge • Explanations lacking detail <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Attempt to analyse evidence • Attempt to link evaluation/explanation <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Valid conclusions lacking support • Communication generally clear <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • Limited knowledge • Limited explanations <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Analysis of small range of evidence • Evaluation poor partial explanations <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Conclusions poorly evidenced • Communication has errors <p>AO1 Candidate shows</p> <ul style="list-style-type: none"> • Little relevant knowledge • Vague explanations <p>AO2 Candidate shows</p> <ul style="list-style-type: none"> • Inadequate analysis • Inadequate evaluation <p>AO3 Candidate shows</p> <ul style="list-style-type: none"> • Conclusions no justifications • Communication inaccurate
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