

SPECIMEN

Xxxx 2013 – Morning/Afternoon

AS GCE HUMANITIES

G101

Unit 1 Human Society and the Natural World



Candidates answer on this Question Paper.

OCR supplied materials:

- An Insert (Unit 1 – inserted)
- Sources for Q1 and Q2

Other materials required:

None

Duration: 1 hour 30 minutes



| | | | | | | | | | |
|--------------------|--|--|--|--|-------------------|--|--|--|--|
| Candidate forename | | | | | Candidate surname | | | | |
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|---------------|--|--|--|--|--|------------------|--|--|--|
| Centre number | | | | | | Candidate number | | | |
|---------------|--|--|--|--|--|------------------|--|--|--|

INSTRUCTIONS TO CANDIDATES

- The Insert will be found in the centre of this document.
- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **both** questions.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- You must use your own knowledge and the sources in the Insert to answer Questions 1 and 2.
- Write your answer to each question in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **80**.
- You will be awarded marks in questions 1(c) and 2(c) for the quality of written communication including spelling, punctuation and grammar.
- This document consists of **20** pages. Any blank pages are indicated.

| CONTENTS | |
|-------------------------------|--------------------------|
| Question 1(a) | See page 3 |
| Question 1(b) | See page 4 |
| Question 1(c) | See page 6 |
| Question 2(a) | See page 10 |
| Question 2(b) | See page 11 |
| Question 2(c) | See page 13 |
| Additional lined pages | See pages 17 - 19 |

Read Sources A - C on the Insert and use them when answering Question 1.

1 (a) Using Source A and your own knowledge, describe what impact the adoption of the Cancún agreement would have on the lifestyles of individuals in the affluent developed world. [5]

(b) Use Source B and your own knowledge to explain to what extent you agree or disagree with the view expressed in the source, that the issue of population growth may not be as big an environmental challenge as has been predicted. [10]

(c) Use your own knowledge to assess how far Sources A - C support the proposition that sustainable development is the only realistic way to address environmental challenges. [25]

Read Sources D - F on the Insert and use them when answering Question 2.

2 (a) Using Source D, describe the attitude the author has to wildlife. [5]

(b) Using Source F and your own knowledge, explain what qualities people value in the natural world today. [10]

(c) 'Paintings are a good source of evidence of how things were in the past'. Using Sources E and F and your own knowledge, explain the extent to which you agree or disagree with this statement. [25]

3

Answer **all** the questions

Read Sources A - C on the Insert and use them when answering Question 1.

1(a) Using Source A and your own knowledge, describe what impact the adoption of the Cancún agreement would have on the lifestyles of individuals in the affluent developed world. [5]

1(b) Use Source B and your own knowledge to explain to what extent you agree or disagree with the view expressed in the source, that the issue of population growth may not be as big an environmental challenge as has been predicted.

[10]

1(c) Use your own knowledge to assess how far Sources A - C support the proposition that sustainable development is the only realistic way to address environmental challenges.

[25]

10

Answer **all** the questions

Read Sources D - F on the Insert and use them when answering Question 2.

2(a) Using Source D, describe the attitude the author has to wildlife. [5]

2(b) Using Source F and your own knowledge, explain what qualities people value in the natural world today. [10]

2(c) 'Paintings are a good source of evidence of how things were in the past'. Using Sources E and F and your own knowledge, explain the extent to which you agree or disagree with this statement.

[25]

Additional Page: If you use the following lined page to complete the answer(s) to any questions, the question number(s) must be clearly shown in the margin.



The page features a vertical line on the left side, likely for a margin, and 21 horizontal dotted lines for handwriting practice. The dotted lines are evenly spaced and extend across the width of the page.

Additional Page: If you use the following lined page to complete the answer(s) to any questions, the question number(s) must be clearly shown in the margin.



The page features a vertical line on the left side, likely for a margin, and 21 sets of horizontal dotted lines for handwriting practice. Each set of lines consists of a solid top line, a dashed midline, and a solid bottom line.

Additional Page: If you use the following lined page to complete the answer(s) to any questions, the question number(s) must be clearly shown in the margin.



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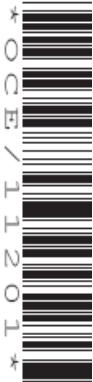
Xxxx 2013 – Morning/Afternoon AS GCE HUMANITIES

Unit 1 – Human Society and the Natural World

G101

INSERT – SOURCES FOR QUESTIONS 1 and 2

Duration: 1 hour 30 minutes



INSTRUCTIONS TO CANDIDATES

- You must use your own knowledge and the sources in this Insert to answer Questions 1 and 2.

INFORMATION FOR CANDIDATES

- This document consists of **6** pages. Any blank pages are indicated.

INSTRUCTIONS TO EXAMS OFFICER/INVIGILATOR

- Do not send this Insert for marking; it should be retained in the centre or destroyed.

Sources for Question 1

Source A: 20th December 2010 - UN climate change chief urges nations to act on Cancún agreements.

The agreements reached at the conference, which concluded in the Mexican city of Cancún on 11 December, include formalizing mitigation pledges* and ensuring increased accountability for them, as well as taking concrete action to tackle deforestation, which accounts for nearly one-fifth of global carbon emissions.

If all these targets and actions are fully implemented, UN estimates show they could deliver only 60 per cent of the emission reductions that science says will be needed to stay below the agreed two degree rise in average temperatures, and two degrees does not guarantee the survival of the most vulnerable peoples.

“All countries, but particularly industrialized nations, need to deepen their emission reduction efforts and to do so quickly,” said United Nations Framework Convention on Climate Change Executive Secretary Christiana Figueres.

UN News Centre 2010

**mitigation pledges: promises to reduce or offset carbon emissions*

Source B: Global Population Predictions

At the beginning of the 21st century the earth’s population was 6 billion. Up to this time population forecasters were estimating that the population by 2050 would be between 9 and 12 billion.

The calculation was based on the long held view that for each succeeding generation the population had doubled. The rate of population growth during the 20th century, from 1.6 to 6 billion, seemed to provide a sound basis for the prediction.

The United Nations reviews population growth every two years. In 1996 it found that the annual growth rate, from a peak of 2.2% in 1968, was now clearly in decline. This led to a revised estimate that the earth’s population by 2050 would be no more than 9 billion.

In the 2002 “Global Population Profile” the annual rate of growth was shown to have dropped to 1.2%. A new estimate predicted a maximum earth population of 7.5 billion by 2050.

Earth’s annual population increase at the beginning of the 21st century has slipped to 60 million per year. If this rate continues zero population growth would be attained by 2029 with a global population of no more than 6.9 billion.

However, if the reducing annual rate should drop even more quickly, as is likely, then a maximum population for the earth would be no more than 6.64 billion by 2029.

Source C: Developing vs developed

'The United Nations Convention on Climate Change recognises that poorer nations have a right to economic development.....It acknowledges the vulnerability of poorer countries to the effects of climate change'.

The argument is simple and difficult to argue against. You cannot fairly stop developing countries from developing. Developed nations have created the problem and they should pay to sort it out, while agreeing developing nations can continue to develop. However because climate change affects the whole world, the whole world needs to tackle it. This is an argument that is difficult to argue against.

One possible solution to this disagreement might be a process of adaptation to climate change where everyone, developed and developing, uses environmentally friendly technologies.

These technologies are much more expensive which could unfairly hold back the development of poorer countries.

The Convention is clear on this problem. It says that countries which created the most greenhouse gases must take the lead to fight against them.

Sources for Question 2

Source D:

Extract from Diary of the Reverend Francis Kilvert written 1870-1875

The Vicar has in his house a fine collection of stuffed birds. Among them are a pair of peregrine falcons which were shot, of all places in the world, on the spire of Salisbury Cathedral. The workmen shot them when the steeple was being restored. The Cathedral is haunted by peregrines which come in from the sea coast cliffs and sit upon the spire where they think they are safe.

Source E:

Kindred Spirits by Asher Brown Durand painted in 1849 and described in Source F



Source F:

From A Walk in the Woods by Bill Bryson published 1997

There is a painting by Asher Brown Durand called *Kindred Spirits*. Painted in 1849, it shows two men standing on rock ledge in the Catskills (mountains) in one of those sublime lost world settings that look as if they would take an expedition to reach. Below them, in a shadowy chasm, a stream dashes through a jumble of boulders. Beyond, glimpsed through a canopy of leaves, is a long view of gorgeously forbidding blue mountains.

I can't tell you how much I would like to step into that view. The scene is so manifestly untamed, so full of an impenetrable beyond, as to present a clearly foolhardy temptation. You would die out there for sure. You can see that at a glance. But never mind. Already you are studying the foreground for a way down to that stream over the steep rocks.

Nothing like that view exists now of course. Perhaps it never did. Who knows how much licence these romantic artists took? Who after all is going to struggle with an easel and a campstool and a box of paints to some difficult overlook, on a hot July afternoon, in a wilderness filled with danger, and not paint something exquisite and grand?

But even if the pre-industrialised Appalachians were only half as wild and dramatic as in the paintings of Durand and others like him, they must have been a sight to behold.

Copyright © Bill Bryson, 1998



RECOGNISING ACHIEVEMENT

Copyright Information:

Source A *UN climate change chief urges nations to act on Cancún agreements*,
<http://www.un.org/apps/news/story.asp?NewsID=37118#The>, UN News Centre

Source B Aymon de Albatrus, Global Population Predictions, <http://www.albatrus.org>

Source C OCR GCSE Humanities by Steve Radford, Pearson Education Ltd, 2009, pg 74-75

Source D Extract from Reverend Francis Kilvert, Kilvert's Diary, Penguin, 1977

Source E *Kindred Spirits* by Asher Brown, 1849

Source F Extract from a *Walk in the Woods* by Bill Bryson, published by Black Swan. Reprinted by permission of The Random House Group Limited; Reproduced by permission of Greene & Heaton Ltd

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SPECIMEN

...day January/June 2013 – Morning/Afternoon

AS GCE HUMANITIES

G101

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 80

DRAFT

Version: X Last updated: XX/XX/2013

(FOR OFFICE USE ONLY)

This document consists of 14 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses ('scripts) and the **number of required** standardisation responses

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. Work crossed out:
 - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
 - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in anyway relate to the question (e.g. 'can't do', 'don't know')
 - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question
 Note: Award 0 marks - for an attempt that earns no credit (including copying out the question)
8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
 If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the *Instructions for Examiners*). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
 - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **To determine the mark within the level**, consider the following:

| Descriptor | Award mark |
|--|--|
| On the borderline of this level and the one below. | At bottom of level. |
| Just enough achievement on balance for this level. | Above bottom and either below middle or at middle of level (depending on number of marks available). |
| Meets the criteria but with some slight inconsistency. | Above middle and either below top of level or at middle of level (depending on number of marks available). |
| Consistently meets the criteria for this level. | At top of level. |

11. Subject-specific Marking Instructions

Questions 1 and 2 part (c) The approach to marking should be 'best fit' using the following grid.

| Level | AO1 7 marks | AO2 10 marks | AO3 8 marks |
|-------|---|---|---|
| | 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 | <ul style="list-style-type: none"> Wide range of relevant, accurate and detailed knowledge demonstrated. Thorough explanations with extensive detail. | <ul style="list-style-type: none"> Thorough analysis and interpretation of a wide range of evidence. Thorough evaluation linked to thorough explanations. | <ul style="list-style-type: none"> 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. |
| 3 | <ul style="list-style-type: none"> Adequate knowledge demonstrated, usually accurate and relevant. Adequate explanations, not highly detailed. | <ul style="list-style-type: none"> Adequate analysis and interpretation of a range of evidence. Adequate attempt at evaluation linked to adequate explanations. | <ul style="list-style-type: none"> 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. |

| Level | AO1 7 marks | AO2 10 marks | AO3 8 marks |
|-------|--|---|--|
| | 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 | <ul style="list-style-type: none"> Limited, relevant and accurate knowledge demonstrated. Limited or partial explanations. | <ul style="list-style-type: none"> Limited analysis and interpretation of a limited range of evidence. Limited evaluation linked to partial explanations. | <ul style="list-style-type: none"> Some sources deployed relevantly to support arguments. Some valid conclusions, but limited and not closely related to evidence. Analysis and conclusions broadly related to task, but some vagueness in communication. Spelling, punctuation and grammar have some inaccuracies and meaning not always clear. |
| | 2-3 marks | 2-4 marks | 3-4 marks |
| 1 | <ul style="list-style-type: none"> Little knowledge demonstrated, not always relevant or accurate. Vague or largely incoherent explanations. | <ul style="list-style-type: none"> Inadequate attempt at analysis and interpretation. Inadequate evaluation linked to vague or largely incoherent explanations. | <ul style="list-style-type: none"> 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 meaning obscured. |
| | 1 mark | 1 mark | 1-2 marks |
| 0 | <ul style="list-style-type: none"> No relevant material. | <ul style="list-style-type: none"> No relevant material. | <ul style="list-style-type: none"> No relevant material. |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|----------|
| 1 | (a) | <p>AO1 5 marks Indicative Content</p> <p>Source A</p> <ul style="list-style-type: none"> even if emissions out most vulnerable may not survive. <p>Own Knowledge</p> <ul style="list-style-type: none"> impacts on lifestyle of developed countries. <p>Level 4 (5 marks) Relevant, accurate and detailed knowledge demonstrated. Thorough description with excellent detail.</p> <p>Candidate demonstrates an awareness that implementation would inevitably mean that standards of living in the developed world would have to decline without necessarily guaranteeing the survival of the most vulnerable people.</p> <p>Level 3 (3-4 marks) Sound knowledge base with convincing description supported by some evidence.</p> <p>Candidate clearly understands that implementation would have major impacts on lifestyle for the developed world. Descriptions are general and lack specific details.</p> <p>Level 2 (2 marks) Some basic knowledge leading to limited and/or partial description. e.g. The affluent world would have to reduce their consumption/their standard of living could fall.</p> <p>Level 1 (1 mark) Little knowledge presented in a vague way. e.g. Life would change/get worse/no attempt to describe how or why.</p> <p>Level 0 (0 marks) No relevant material.</p> | [5] | |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|----------|
| 1 | (b) | <p>AO1 4 marks; AO2 6 marks Indicative Content</p> <p>Source B</p> <ul style="list-style-type: none"> Received view that population doubling every generation. Predicted to continue. This prediction now in doubt. New prediction for 2050. <p>Level 4 (7-10 marks) Relevant accurate and detailed knowledge demonstrated. Thorough explanations with extensive detail. Discriminating analysis and interpretation of the source with sound evaluation leading to thorough explanations.</p> <p>A detailed explanation of the received wisdom regarding global population predictions. Clear analysis and interpretation of the source to identify the recent evidence that the source suggests are increasingly putting the received view under question. Uses detailed evidence extracted from the source. Good analysis and interpretation of the source leading to a thorough evaluation of the strengths and weaknesses of the claims. Provides detailed support for agreement and/or disagreement with the thesis the source is advancing.</p> <p>Level 3 (4-6 marks) Sound knowledge base with convincing explanations supported by evidence. Sound interpretation and analysis with a sound attempt at evaluation.</p> <p>A convincing explanation of the received wisdom regarding global population predictions supported by evidence. Sound interpretation of the source with a sound attempt to evaluate the strengths and weaknesses of the claims. Provides support for agreement and/or disagreement of the thesis the source is advancing which is lacking in detail. Max 5 marks if omits explanation of agree/disagree discussion.</p> | [10] | |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|----------|
| | | <p>Level 2 (2-3 marks) Some basic knowledge leading to limited and/or partial explanation. Limited analysis and interpretation of sources leading to limited evaluation.</p> <p>A limited or partial explanation of the received wisdom regarding global population predictions supported by some evidence. Limited interpretation of the source with a little attempt to evaluate the strengths and weaknesses of the claims. Agreement or disagreement supported with limited attempt to provide evidence. May omit either explanation or agree/disagree discussion.</p> <p>Level 1 (1 mark) Little knowledge presented in a vague way. An attempt at analysis and interpretation with very limited evaluation.</p> <p>Level 0 (0 marks) No relevant material.</p> | | |
| 1 | (c) | <p>Please refer to the generic levels of response mark scheme on pg 4-5</p> <p>AO1 7 marks; AO2 10 marks; AO3 8 marks</p> <p>Indicative Content</p> <p>Source A supportive as it describes an agreement that seeks deeper and quicker emissions reductions.</p> <p>Source B challenges conventional thinking on population predictions, one of the main drivers of rising emissions and climate change, provides a much more optimistic view which could be interpreted as an alternative.</p> <p>Source C sees the development of LEDCs as a challenge to reducing emissions with the implication that developed nations need to increase their efforts to compensate for this.</p> | [25] | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>Own knowledge</p> <p>Candidates might mention the following:</p> <ul style="list-style-type: none"> • natural carrying capacity of systems vs current and future human needs • need to balance current needs with intergenerational justice • moral implications of sustainability • the needs/rights of LEDCs • views of population growth different from those in Source B • specific methods e.g. emissions targets, recycling schemes, carbon footprints • need for specific targets to make policies implementable and measureable in impact • whether developing nations can develop sustainably without the high levels of environmental damage caused by 18th-20th century industrialisation in the developed world. <p>Level 4</p> <p>Points similar to the above are cogently argued, with detailed references to the sources plus examples from own knowledge which are highly relevant and support the points being made closely.</p> <p>Candidate comes to a clear conclusion on the degree of support offered by the sources, closely related to evidence.</p> <p>Level 3</p> <p>Several points similar to the above are argued, with relevant references to the sources plus examples from own knowledge which support the points being made well.</p> <p>Candidate comes to a clear conclusion on the degree of support offered by the sources, based on evidence.</p> | | |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|----------|
| | | <p>Level 2 Some points similar to the above are made, with some references to sources plus examples from own knowledge which are evaluated and related to the points being made in a limited way.</p> <p>Candidate comes to a conclusion on the degree of support offered by the sources but provides only limited evidence.</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>Level 0 (0 marks) No relevant material.</p> | | |
| 2 | (a) | <p>AO1 5 marks Indicative Content</p> <p>Source D</p> <ul style="list-style-type: none"> Author describes a collection of stuffed birds as a perfectly natural idea. The conditions under which these birds were killed are shocking to contemporary ideas but were not shocking in Victorian times. Author shows no concern for conserving wildlife. Values very different from today. <p>Level 4 (5 marks) Detailed description of the ideas about wildlife and how it should be treated. Candidate comments in detail, quoting relevant lines/phrases from the source and explains how these give a positive view.</p> | [5] | |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|----------|
| | | <p>Level 3 (3-4 marks) General description of ideas in source referenced to some relevant lines/phrases.</p> <p>Level 2 (2 marks) Detailed description of ideas, with some reference/direct quotation from source but little explanation e.g. of how these differ from today.</p> <p>Level 1 (1 mark) Simple description of some of the ideas used, little reference to source.</p> <p>Level 0 (0 marks) No relevant material.</p> | | |
| 2 | (b) | <p>AO1 4 marks; AO2 6 marks</p> <p>Indicative Content</p> <p>Source F</p> <ul style="list-style-type: none"> • Natural world is a source of excitement and adventure. • Wild and dramatic, untamed. • Dangerous but attractive. <p>Own knowledge</p> <p>Natural world also valued for:</p> <ul style="list-style-type: none"> • peaceful place, contemplation • place to be alone • recreation • emotional, spiritual refreshment. | [10] | |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|----------|
| | | <p>Indicative Content</p> <p>Level 4 (7-10 marks) Detailed explanation of what people value in the natural world drawing on evidence from source and own knowledge to support points being made. A range of qualities are described and exemplified.</p> <p>Level 3 (4-6 marks) Sound interpretation of the source with some detail about the qualities valued, with some relevant extracts from source.</p> <p>Level 2 (2-3 marks) Limited interpretation of the source with some additional qualities which are described but not explained.</p> <p>Level 1 (1 mark) A limited description of the source, not supported by own knowledge.</p> <p>Level 0 (0 marks) No relevant material.</p> | | |
| 2 | (c) | <p>Please refer to the generic levels of response mark scheme on pg 4-5</p> <p>AO1 7 marks; AO2 10 marks; AO3 8 marks</p> <p>Indicative Content</p> <p>Source E</p> <ul style="list-style-type: none"> Picture shows a romanticised view of the landscape – craggy rocks, wild looking scenery, feeling of height – explorers looking out from high place, view into distance is mysterious/enticing. <p>Source F</p> <ul style="list-style-type: none"> This view may never have existed. Artist had vested interest in showing something exciting. | [25] | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>Own knowledge</p> <p>Candidates may mention:</p> <ul style="list-style-type: none"> • how the increasing separation between people and nature led to romanticising of the countryside which provided inspiration for literature and art – a tradition which continues today • may relate this to increasing industrialisation and movement of population to towns. Shift from rural to urban living • may make specific reference to the Romantic movement in England • may refer to specific authors/artists/composers and the values which underlay their work – artistic work is not necessarily a realistic portrayal. It may be sending other messages. <p>Level 4 Points similar to the above are cogently argued, with detailed references to the sources plus examples from own knowledge which are highly relevant and support the points being made closely. Paintings as a source of evidence critically evaluated.</p> <p>Level 3 Several points similar to the above are argued, with relevant references to the sources plus examples from own knowledge which support the points being made well. Some evaluation of paintings as source of evidence.</p> <p>Level 2 Some points similar to the above are made, with some references to the sources plus examples from own knowledge which are evaluated and related to the points being made in a limited way.</p> | | |

| Question | | Answer | Marks | Guidance |
|----------|--|---|-------|----------|
| | | <p>Level 1 Few relevant points are made. Little evidence is offered in support. Sources are not used to support point, and there is no real critical evaluation of paintings as sources.</p> <p>Level 0 No relevant material.</p> | | |

Assessment Objectives (AO) Grid

(includes quality of written communication )

| Question | AO1 | AO2 | AO3 | Total |
|--|-----------|-----------|-----------|-----------|
| 1(a) | 5 | 0 | 0 | 5 |
| 1(b) | 4 | 6 | 0 | 10 |
| 1(c)  | 7 | 10 | 8 | 25 |
| 2(a) | 5 | 0 | 0 | 5 |
| 2(b) | 4 | 6 | 0 | 10 |
| 2(c)  | 7 | 10 | 8 | 25 |
| Totals | 32 | 32 | 16 | 80 |