

**GCE**

**Humanities**

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

General Certificate of Education

**Mark Scheme for June 2015**

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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.

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| Question |   | Answer  | Marks | Guidance |
|----------|---|---|-------|----------|
| 1        | a | <p>AO 1 Knowledge and Understanding accounts for all 5 marks.</p> <p><b>Indicative content</b></p> <ul style="list-style-type: none"> <li>• It is predicted that sea levels will rise as a result of changes to the climate.</li> <li>• These sea level rises will cause changes to the coastline and will impact upon human beings.</li> <li>• Increased rate overtime.</li> <li>• Rising sea levels will impact on settlements.</li> </ul> <p><b>Level 3 (5 marks)</b><br/>Relevant accurate and detailed knowledge demonstrated. Thorough explanations with excellent detail.</p> <p>Candidates clearly identify some relevant impacts (depletion of fish stocks, water pollution, rising sea levels) of human activity and the implications for the physical landscape and human life. This is clearly evidenced from the source material.</p> <p><b>Level 2 (3-4 marks)</b><br/>Sound knowledge base with explanations supported by some evidence.</p> <p>Candidates identify some relevant impacts of human activity and/or the implications for the physical landscape or human life. This is evidenced from the source material.</p> <p><b>Level 1 (1-2 marks)</b><br/>Some basic knowledge leading to limited and/or partial explanation. Knowledge presented may be a little vague. e.g Sea level will be higher in 2050 because of climate changes</p> <p><b>Level 0 (0 marks)</b><br/>No relevant material.</p> | [5]   |          |

| Question |   | Answer  | Marks | Guidance |
|----------|---|---|-------|----------|
| 1        | b | <p>AO1 Knowledge and Understanding accounts for 4 marks.<br/>AO2 Analysis, interpretation and evaluation accounts for 6 marks.</p> <p><b>Indicative Content</b></p> <p><b>Source B</b><br/>CO2 emissions are increasing in developed and developing countries<br/>To limit emissions would not be in the national interests of countries</p> <p><b>Own Knowledge</b><br/>Candidates may explain the impact of rising CO2 emissions in terms of how much emissions might need to be reduced in order to prevent a rise in temperature.<br/>Candidates may explain that industries that produce large scale emissions may be seen as necessary to the economic development of developing nations.<br/>Candidates may explain that CO2 emissions rise faster in developing countries than in developed countries.<br/>Candidates may explain short term v long term perspectives.</p> <p><b>Level 3 (7-10 marks)</b><br/>Relevant accurate and detailed knowledge demonstrated. Thorough explanations with extensive detail. Discriminating analysis and interpretation of the source.</p> <p>Candidates in this level will make excellent use of the theory and data to explain in detail how increased CO2 and other emissions may affect the environment in the future, using detailed evidence extracted from the source. They will consider what constitutes an environmental apocalypse what aspect of current trends give rise to the prediction.</p> <p><b>Level 2 (4-6 marks)</b><br/>Sound knowledge base with convincing explanations supported by limited evidence. Sound interpretation and analysis of the source.</p> | [10]  |          |

| Question |   | Answer  | Marks | Guidance  |
|----------|---|---|-------|---|
|          |   | <p>Candidates in this level will make good use of the theory and data to explain how increased CO<sub>2</sub> and other emissions may affect the environment in the future, using evidence extracted from the source.</p> <p><b>Level 1 (1-3 marks)</b><br/>Some basic knowledge leading to limited and/or partial explanation. Limited evidence of interdisciplinary awareness. Limited analysis and interpretation of sources.<br/>e.g.<br/>Higher CO<sub>2</sub> emissions over time will increase environmental pollution and may lead to an increase in global temperatures.</p> <p><b>Level 0 (0 marks)</b><br/>No relevant material.</p>   |       |   |
| 1        | c | <p>AO1 Knowledge and understanding accounts for 7 marks.<br/>AO2 Analysis, interpretation and evaluation accounts for 10 marks.<br/>AO3 Methods, use of sources and communication accounts for 8 marks.</p> <p><b>Indicative Content</b></p> <p><b>Source A</b><br/>Need to tackle rising sea levels; international agreements may play a role in this.</p> <p><b>Source B</b><br/>Refers to short-term national interests leading to global warming, implying that international agreement is needed to address environmental damage.</p> <p><b>Source C</b><br/>Refers to difficulty in finding common ground which may limit scope of any agreement, as well as the challenge of reconciling the desires of developing countries with those of developed countries. There is also reference in the text to the role played by international agreements in transferring funds from developed countries to developing countries.</p> | [25]  | <p><b>Level 4</b><br/>Points are very 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 how effective intergovernmental agreements are in addressing environmental damage, closely related to evidence.</p> <p><b>Level 3</b><br/>Several points 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 how effective intergovernmental agreements are in addressing environmental damage,</p> |

| Question | Answer  | Marks | Guidance  |
|----------|---|-------|---|
|          | <p><b>Own knowledge</b></p> <p>Candidates may refer to some or all of the following points:</p> <ul style="list-style-type: none"> <li>• Usefulness of any agreement depends on what is agreed, by whom and in what timescale.</li> <li>• Usefulness depends on whether agreement is implemented and enforced; whether targets are met; and whether new pledges are made when existing ones expire</li> <li>• International agreements are only one tool: national, regional and local policies have a role to play.</li> </ul> <p><b>See also levels mark scheme</b></p> |       | <p>based on evidence.</p> <p><b>Level 2</b><br/>Some points are made, with some references to sources plus examples from own knowledge which are evaluated in a limited way and loosely related to the points being made.</p> <p>Candidate comes to a conclusion on how effective intergovernmental agreements are in addressing environmental damage but this is only loosely evidenced.</p> <p><b>Level 1</b><br/>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><b>Level 0 (0 marks)</b><br/>No relevant material.</p> |

| Question |   | Answer   | Marks | Guidance |
|----------|---|--|-------|----------|
| 2        | a | <p>AO 1 Knowledge and Understanding accounts for all 5 marks.</p> <p><b>Indicative content</b><br/>           The Industrial revolution brought in new methods of production both in terms of technology and scale – machines and factories.<br/>           The process of manufacturing became more efficient, there was competition and some industries became more specialist.<br/>           There was also increased productivity.</p> <p><b>Level 3 (5 marks)</b><br/>           Relevant accurate and detailed knowledge demonstrated. Thorough explanations with excellent detail.</p> <p>Candidate clearly identifies several effects on manufacturing. These are clearly evidenced from the source material</p> <p><b>Level 2 (3-4 marks)</b><br/>           Sound knowledge base with convincing explanations supported by some evidence.</p> <p>Candidate clearly understands that the Industrial Revolution had a major impact on methods of production and working practices. Explanations are general and lack specific details or the link to source material is merely implicit..</p> <p><b>Level 1 (1-2 marks)</b><br/>           Some basic knowledge leading to limited and/or partial explanation</p> <p>Candidate has basic understanding of some effect of the industrial revolution on manufacturing. Link to the source material may be lacking.</p> <p><b>Level 0 (0 marks)</b><br/>           No relevant material.</p> | [5]   |          |

| Question |   | Answer   | Marks | Guidance |
|----------|---|--|-------|----------|
| 2        | b | <p>AO1 Knowledge and Understanding accounts for 4 marks.<br/>AO2 Analysis, interpretation and evaluation accounts for 6 marks.</p> <p><b>Indicative Content</b><br/><b>Source E</b><br/>Ignorance and lack of education was a key factor in cause of disease in the cities<br/>Water was contaminated by sewage and diseases such as cholera and typhoid were spread when this water was used for drinking<br/>Lice would be more prevalent in a highly populated area.<br/>Standards of hygiene were poor</p> <p><b>Own Knowledge</b><br/>Disease was more of a problem in the cities as there was overcrowding/people living in close proximity.<br/>Disease was a problem because there were not the common vaccines for diseases that there are today.</p> <p><b>Level 3 (7-10 marks)</b><br/>Relevant accurate and detailed knowledge demonstrated. Thorough explanations with excellent detail. Discriminating analysis and interpretation of the source with sound evaluation leading to thorough explanations.<br/>A detailed explanation of the problems associated with disease in the city which uses detailed evidence extracted from the source.</p> <p><b>Level 2 (4-6 marks)</b><br/>Sound knowledge base with convincing explanations supported by some evidence from the source.<br/>A solid explanation of the problems associated with disease in industrial cities. Support is provided from the sources but this may be unclear or lacking in detail.</p> | [10]  |          |

| Question |   | Answer   | Marks | Guidance   |
|----------|---|--|-------|--|
|          |   | <p><b>Level 1 (1-3 marks)</b><br/>Some basic knowledge leading to limited and/or partial explanation. Limited evidence of interdisciplinary awareness. Limited analysis and interpretation of sources leading to limited explanation.<br/>A limited or partial explanation of the causes of disease in industrial cities supported by some evidence. Limited interpretation of the source.</p> <p><b>Level 0 (0 marks)</b><br/>No relevant material.</p>   |       |  |
| 2        | c | <p>AO1 Knowledge and understanding accounts for 7 marks.<br/>AO2 Analysis, interpretation and evaluation accounts for 10 marks.<br/>AO3 Methods, use of sources and communication accounts for 8 marks.</p> <p><b>Indicative Content</b><br/><b>Source D</b> suggests that labour was cheap which indicates poor wages. However the source describes change in work and population without commenting on whether the change was for the better or for the worse.</p> <p><b>Source E</b> describes the impact of disease in industrial cities. This clearly indicates a worsening in their lives as a result of the changes brought about by the Industrial Revolution.</p> <p><b>Source F</b> clearly supports the contention that the Industrial Revolution was largely supported by the worsening of the lives of the people who were employed to bring it about.</p> <p><b>Own knowledge</b><br/>Candidates might mention the following:</p> <ul style="list-style-type: none"> <li>• Examples of supportive material from their own studies</li> <li>• Detail to support statements made in the sources</li> <li>• Information about reform in factories and cities</li> </ul> | [25]  | <p><b>Level 4</b><br/>Points similar to the above are very cogently argued, with quotations from the sources plus examples from own knowledge which are highly relevant and support the points being made closely.<br/>Candidate comes to a clear conclusion on the degree of support offered by the sources, closely related to evidence.</p> <p><b>Level 3</b><br/>Several points similar to the above are argued, with quotations from the sources plus examples from own knowledge which are support the points being made well.<br/>Candidate comes to a clear conclusion on the degree of support offered by the sources, based on evidence.</p> <p><b>Level 2</b><br/>Some points similar to the above are made, with quotations from the sources plus examples from own knowledge which are evaluated in a limited way and loosely related</p> |

| Question | Answer                      | Marks | Guidance  |
|----------|-----------------------------|-------|---|
|          | See also levels mark scheme |       | <p>to the points being made.<br/>Candidate comes to a conclusion on the degree of support offered by the sources but this is only loosely evidenced.</p> <p><b>Level 1</b><br/>Few relevant points are made. Little evidence is offered in support. Sources are not used to support point. Conclusion is superficial, unclear or lacking.</p> <p><b>Level 0 (0 marks)</b><br/>No relevant material.</p> |

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