



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# General Certificate of Secondary Education

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## Humanities 3071 2010

Material accompanying this Specification

- Past Papers and Mark Schemes
- Teachers' Guide
- Examiners' Report

# SPECIFICATION

This specification will be published annually on the AQA Website ([www.aqa.org.uk](http://www.aqa.org.uk)). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

Vertical black lines indicate a significant change or addition to the specification published for 2009.

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# Background Information

## 1

# The Revised General Certificate of Secondary Education

Following a review of the National Curriculum requirements, and the establishment of the National Qualifications Framework, all the unitary awarding bodies revised their GCSE syllabuses for examination in 2003.

### 1.1 Changes at GCSE

#### Key Skills

All GCSE specifications must identify, as appropriate, opportunities for generating evidence on which candidates may be assessed in the “main” Key Skills of communication, application of number and information technology at the appropriate level(s). Also, where appropriate, they must identify opportunities for developing and generating evidence for addressing the “wider” Key Skills of working with others, improving own learning and performance and problem solving.

Spiritual, moral, ethical, social, cultural, environmental, health and safety and European Issues

All specifications must identify ways in which the study of the subject can contribute to an awareness and understanding of these issues.

#### ICT

The National Curriculum requires that students should be given opportunities to apply and develop their ICT capacity through the use of ICT tools to support their learning. In each specification candidates will be required to make effective use of ICT in ways appropriate to the needs of the subject.

Further details on the use of ICT in this specification are given in paragraphs 15.2 and 17.5.

#### Tiering

In Humanities the question papers will be targeted at the full range of grades A\*-G.

#### Citizenship

From 2002, students in England are required to study Citizenship as a National Curriculum subject. Each GCSE specification must signpost, where appropriate, opportunities for developing citizenship knowledge, skills and understanding.

#### Subject Criteria

There are no subject criteria for GCSE Humanities.

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# Specification at a Glance

## Humanities

This is the only specification in this subject offered by AQA.

The Scheme of Assessment is not tiered.

GCSE 3071	
<b>Core Unit 1</b>	
Written Paper 1 (3071/1)	45% of total marks
1¾ hours	
Candidates take <b>all three sections</b> , which are equally weighted.	
Section A: Culture and Beliefs	
Section B: Conflict and Co-operation	
Section C: Environmental Issues	
A Sources booklet will be released to candidates in February in the year of the examination.	
AND	
<b>Option Units 2-6</b>	
Written Paper 2 (3071/2)	30% of total marks
1¼ hours	
Candidates take <b>any two</b> of the following units, which are equally weighted.	
Option Unit 2: Patterns of Family Life	
Option Unit 3: Prejudice and Persecution	
Option Unit 4: Power and Democracy	
Option Unit 5: Global Inequality	
Option Unit 6: People and Work	
AND	
<b>Coursework (3071C)</b>	
	25% of total marks
The coursework consists of either 1 or 2 assignments, of approximately 2500 words in total, focused on selected Key Ideas identified in the subject content. This component is centre-assessed.	

GCSE Humanities
3071



## 3

## Availability of Assessment Units and Entry Details

3.1	Availability of Assessment Units	Examinations based on this Specification are available in the June examination series only.
3.2	Entry Codes	<p>Normal entry requirements apply, but the following information should be noted.</p> <p>The <b>Subject Code</b> for entry to the GCSE award is 3071.</p>
3.3	Classification Codes	<p>Each specification is assigned to a national classification code, indicating the subject area to which it belongs.</p> <p>Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code, will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.</p> <p>The <b>Classification Code</b> for this specification is 4510.</p>
3.4	Private Candidates	<p>This specification is available for private candidates.</p> <p>Private candidates should write to AQA for a copy of “<i>Supplementary Guidance for Private Candidates</i>”.</p>
3.5	Access Arrangements and Special Consideration	<p>AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.</p> <p>Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.</p> <p>Further details can be found in the Joint Council for Qualifications (JCQ) document:  <i>Access Arrangements and Special Consideration Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations</i>  <i>GCE, AEA, GCSE, GNVQ, Entry Level &amp; Key Skills</i></p> <p>This document can be viewed via the AQA website (<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>)</p> <p>Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.</p>
3.6	Language of Examinations	All assessment Units in this subject are provided in English only.

# Scheme of Assessment

## 4

## Introduction

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### 4.1 National Criteria

This GCSE Humanities Specification complies with the following:

- The GCSE, GCE and AEA Code of Practice April 2008;
- The GCSE Qualification Specific Criteria;
- The arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland: Common Criteria.

### 4.2 Rationale

This specification makes a distinctive contribution to the curriculum by involving students in the exploration and examination of issues important to human societies. It provides a means by which candidates can apply their direct experience of the world around them and extend their understanding of it in local, national and global contexts.

Candidates will be able to demonstrate understanding and knowledge of issues through the examination of concepts and ideas drawn from a variety of humanities disciplines. This will include knowledge of a variety of cultural, economic, environmental, historical, moral, political, religious, social, spatial and spiritual contexts. Therefore, the study of Humanities goes beyond the remit of any one subject discipline.

This specification can be used to deliver sections of the Programmes of Study for Citizenship at Key Stage 4. Please refer to para 17.4 later in this specification.

- 4.3 Prior level of attainment and recommended prior learning This specification builds on the knowledge, understanding and skills drawn from the Programmes of Study for a range of subjects at Key Stage 3 of the National Curricula in England, Wales and Northern Ireland.

Examples of links to this Humanities Specification are as follows.

<i>Knowledge, Understanding and Skills</i>	<i>Subject</i>
Issues that arise from people’s interaction with their environment.	Geography
Changes that have taken place in the economy, society and culture of Britain.	History
Development of skills of enquiry and communication. Consideration of topical, political, spiritual, moral, social and cultural issues by analysing information and its sources including ICT-based sources.	Citizenship and English
The world as a global community and the political, economic, environmental and social implications of this; the role of the European Union, the Commonwealth and the United Nations.	Science, History, Geography, Modern Foreign Languages, Citizenship

It is not necessary for candidates to have studied any of the subjects referred to above before commencing work on this specification. It is recommended that candidates should have literacy and numeracy skills at least equivalent to Entry Level 1. The specification does require literacy skills to be used in all Units. Numeracy skills are required when candidates are interpreting information, this could be in any of the Units.

Teachers should provide appropriate and adequate guidance about the demands of the specification before candidates embark on their studies.

- 4.4 Progression This qualification is a recognised part of the National Qualifications framework. As such GCSE provides progression from the National Curricula at Key Stage 3 in England, Wales and Northern Ireland to post-16 studies and forms the basis for further study. In constructing the specification, consideration has been given to the various programmes of study for Religious Education guided by SACREs around the country.

It lays an appropriate foundation for further study of social science specifications that involves the nature of the individual, groups, family life, work and politics.

In addition it provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

## Aims

A course based on this specification should encourage candidates to develop:

- a. an understanding of ways in which cultural, economic, environmental, historical, moral, political, religious, social, spatial and spiritual factors have interacted to shape the world in which we live today;
- b. an understanding of the opportunities and constraints which influence choices, decisions and judgements made at individual, family, community, national and global levels;
- c. an understanding of issues which affect the nature and quality of human life in a contemporary multi-cultural society including an appreciation of the diversity of values and beliefs;
- d. the ability to investigate issues using different media and methods, analysing and interpreting information critically, forming and communicating reasoned judgements based on evidence.

## 6

## Assessment Objectives

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6.1 Knowledge and Understanding (AO1)	<p>The scheme of assessment will require candidates to :</p> <ol style="list-style-type: none"><li>recall relevant knowledge from the subject content;</li><li>demonstrate understanding of key ideas, concepts and terminology from the subject content;</li><li>apply knowledge and understanding in a range of contexts.</li></ol>
6.2 Skills (AO2)	<p>The scheme of assessment will require candidates to demonstrate their ability to:</p> <ol style="list-style-type: none"><li>use skills of investigation;</li><li>analyse and interpret information presented in a variety of ways;</li><li>evaluate arguments and/or sources and/or methods of investigation;</li><li>communicate a response using appropriate arguments, evidence and presentation techniques in support.</li></ol> <p>Further amplification of AO2 is given in para 15.1.</p>
6.3 Quality of Written Communication	<p>Where candidates are required to produce extended written material in English, they will be assessed on the quality of written communication. Candidates will be required to:</p> <ul style="list-style-type: none"><li>present relevant information in a form that suits its purposes;</li><li>ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.</li></ul> <p>Quality of written communication will be assessed in the written papers and the coursework component through Assessment Objective AO2.</p>

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## 7

## Scheme of Assessment

## 7.1 Assessment Units

The Scheme of Assessment comprises three components.

## Written Paper 1

1¾ hours

45% of the marks

A Sources booklet will be released to candidates in February in the year of the examination. This booklet will contain source material for use in the three sections of the examination paper: Culture and Beliefs; Conflict and Co-operation; and Environmental Issues. This booklet may use a variety of sources including maps, photographs, material obtained from the internet and written text. Teachers may discuss the contents of this Sources booklet with candidates after its release in February. Teachers may supplement this by using additional material with candidates. Candidates are not allowed to take their copy of the Sources booklet into the examination. Another copy of the Sources booklet will be issued to candidates in the examination.

The examination paper will consist of questions based on the source material provided and questions requiring knowledge and understanding of the subject content of Core Unit 1.

Candidates must answer **all** questions in all sections of the examination paper.

AND

## Written Paper 2

1¼ hours

30% of the marks

In Paper 2 five structured questions are set, one on each Unit. Candidates are required to answer two questions. Questions will contain source material which candidates will be expected to use in their answers. In addition there will be sub-questions requiring knowledge and understanding of the subject content of the chosen Option Unit.

AND

## Coursework 3071C

25% of the marks

60 marks

Candidates must produce either one or two assignments focused on selected Key Ideas identified in the subject content. This coursework should be approximately 2500 words in total.

The coursework is set and marked by the centre and will be moderated by AQA.

- 7.2 Weighting of Assessment Objectives The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table:

Assessment Objectives	Component Weightings (%)			Overall Weighting of AOs (%)
	Paper 1	Paper 2	Coursework	
Knowledge and Understanding (AO1)	30	20	0	50
Skills (AO2)	15	10	25	50
<b>Overall Weighting of Units (%)</b>	45	30	25	<b>100</b>

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

- 7.3 Obtaining the Sources Booklet for Paper 1 Centres are asked to ensure that they **submit estimated entries** for GCSE Humanities by completing the forms which are normally sent to them in September for return in October. Copies of the Sources booklet will then be despatched automatically to those centres in late January for release to the candidates in February in the year of the examination.
- Centres failing to submit estimate of entries forms will be able to obtain copies of the Sources booklet by contacting the appropriate entries department at Guildford or Manchester.

# Subject Content

## 8 Summary of Subject Content

### 8.1 Choice in Units

The subject content for this specification consists of:

- Core Unit 1                      Culture and Beliefs  
                                         Conflict and Co-operation  
                                         Environmental Issues

**Two** units from the following:

- Option Unit 2                      Patterns of Family Life
- Option Unit 3                      Prejudice and Persecution
- Option Unit 4                      Power and Democracy
- Option Unit 5                      Global Inequality
- Option Unit 6                      People and Work

### 8.2

#### **Core Unit 1: Culture and Beliefs Conflict and Co-operation Environmental Issues**

The Key Ideas from the subject content are as follows.

#### Culture and Beliefs

Individuals share a way of life or culture where there are common characteristics. Development of culture and individual identity can be influenced by economic, environmental, historical, political, religious and technological factors. Culture and beliefs can change when groups of people interact. Individuals and groups have different beliefs, attitudes and values regarding cultural, moral, political, religious, spiritual and social issues.

#### Conflict and Co-operation

Conflict between individuals and groups within a society can have a range of causes and effects. Individuals and groups may use different methods in order to resolve conflicts and to achieve co-operation. The causes and effects of conflict at national or international level can differ and affect individuals, groups and societies. Individuals, groups, nations and international organisations can play a role in resolving conflict.

#### Environmental Issues

Culture and beliefs influence the ways in which individuals, groups and societies perceive and exploit natural resources. Problems can arise from the different ways in which people want to use their environment. Environmental issues have varying effects on individuals, groups and societies. Individuals, groups and societies can play an important part in influencing behaviour, attitudes and values regarding environmental issues.

**Option Unit 2: Patterns of Family Life**

There are different types of family and household structure. An individual's development and life chances are affected by a range of factors, both internal and external to the family. Most societies contain a diversity of groups with often different attitudes to the family. Despite the variation of attitudes in society there is still often one dominant view of the family.

**Option Unit 3: Prejudice and Persecution**

Individuals and groups have experienced and continue to experience prejudice and persecution. There are various causes of prejudice towards individuals and groups within and between societies. Prejudice and discrimination in society have a range of characteristics. Individuals, groups, nations and international organisations can act to reduce or resolve prejudice and persecution.

**Option Unit 4: Power and Democracy**

Individuals living in social groups need to make decisions about how the group should be organised and how it should be resourced. Societies contain interest groups with different views about its organisation and resources. Democracy allows differences in society to be resolved fairly and peacefully. There are conflicting views on how far democracy should extend.

**Option Unit 5: Global Inequality**

The wealth created by exploiting the world's resources is not shared equally. The countries of the world are divided into MEDCs and LEDCs. Millions live in relative and absolute poverty. Different reasons are put forward to explain global inequality. Global inequality has an impact on the cultures of both MEDCs and LEDCs. There are different views over what should be done about global inequality.

**Option Unit 6: People and Work**

People have different attitudes and perceptions about the importance of work in society. The pattern of employment is constantly changing. Technology has a major impact on the nature of work in society. Employers and employees have different rights and responsibilities.

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8.3	Humanities Skills	Candidates are required to demonstrate a range of skills in Humanities. These skills are amplified in Section 15 of the Subject Content.
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8.4	Key Ideas, Amplification, Case Studies, Terminology	The Key Ideas and Amplification indicate the areas for study by the candidates and therefore provide the focus for the questions on the written papers. The Key Ideas should be addressed through the Amplification. This is structured to provide clarification of the issues and concepts contained in the Key Ideas.
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The examples given in the Amplification are suggestions for appropriate case studies which may be used by candidates; the examples are not exhaustive nor are they compulsory. The examples are italicised. Candidates will be expected to use case studies throughout their study of the subject content. They will use these case studies, as appropriate, when responding to questions on the written papers. The case studies are to be studied at a variety of scales.

Candidates will be expected to display knowledge and understanding of terminology as used in the Key Ideas and Amplification in the subject content. Further elaboration of terminology is included in the Teachers' Guide.

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8.5	Contextual Scales	To ensure that candidates genuinely integrate or interrelate concepts a range of contextual scales is incorporated into the subject content.
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The contextual scales are:

- **personal**
- **local** (community)
- **national** (the whole country or comparative studies within the country)
- **international** or global (the whole world or comparative studies between countries)

## Core Unit 1

There are three sections to this core unit:

**Culture and Beliefs;**

**Conflict and Co-operation;**

**Environmental Issues.**

Cultural change and cultural issues pervade all aspects of the specification. Candidates must be aware of the ways in which culture influences patterns of behaviour, attitudes and beliefs (including religious beliefs) of groups and individuals.

The study of conflict and co-operation provides candidates with an understanding and awareness of causes and consequences of conflict at personal, local, and either national or international scales. They should consider the methods used to resolve conflict on these scales. Where appropriate, candidates should draw on their knowledge of the historical context when evaluating sources and interpretations.

The study of environmental issues provides candidates with an understanding of the relationship between people and the natural environment. In doing so candidates should consider the issue of sustainable development. Candidates must understand the impact exploitation of resources may have upon the environment and the moral, social, political and economic implications of this exploitation. Candidates should examine environmental issues at personal, local, and either national or international scales and consider responses.

9.1 Culture and Beliefs

*Key Idea*

*Amplification*

1. Individuals share a way of life or culture where there are common characteristics.

Key Idea 1 acts as an introduction to the study of culture and beliefs. The following characteristics of culture and beliefs must be explored with reference to individual and group identities in the United Kingdom and the wider world:

- social organisation;
- communication (language, literature, art, music, signs and symbols);
- customs and traditions;
- technology;
- norms, attitudes and values;
- religions.

2. Development of culture and individual identity can be influenced by social, economic, environmental, historical, political, religious and technological factors.

Key Idea 2 identifies the factors which influence the development of culture and individual identity through the study of:

- the nature/nurture debate;
- agents of socialisation including community, family, peer group, education, work, the media and religion;
- social behaviour and social change, e.g. *gender expectations, changing roles, stereotypes and discrimination.*

3. Culture and beliefs can change when groups of people interact.

Key Idea 3 explores the concept of cultural change. The following issues must be addressed:

- interaction between cultures can cause conflict and change;
- many societies are culturally diverse and made up of groups, each with their own group identity;
- multicultural societies require mutual respect and understanding.

4. Individuals and groups have different beliefs, attitudes and values regarding cultural, moral, political, religious, spiritual and social issues.

Key Idea 4 requires the study of contrasting perspectives of at least two groups on a cultural, moral, political, religious, spiritual or social issue.

Examples of issues are as follows, e.g.

- *Capital punishment*
- *Abortion*
- *Euthanasia*
- *Animal rights*
- *Refugees and asylum seekers*
- *Gender roles*
- *Life after death*
- *Is there a God?*
- *Genetics*

## 9.2 Conflict and Co-operation

*Key Idea**Amplification*

1. Conflict between individuals and groups within a society can have a range of causes and effects.

Key Ideas 1 and 2 must be explored through a case study of conflict within the community, e.g. *family, school, work place or legal system*. The case study must consider:

- the basic rights and freedoms individuals have in society, e.g. *peace, work, freedom of speech, religious beliefs, education, rights of the child*;

2. Individuals and groups may use different methods in order to resolve conflict and to achieve co-operation.

- the causes of conflict at an individual and group level e.g. *intolerance, injustice and confrontation*;

- the effects of conflict on individuals and groups;

- methods used to resolve conflict at individual and group levels;

- success in achieving co-operation.

3. The causes and effects of conflict at either a national or international level can differ and affect individuals, groups and societies.

Key Idea 3 must be approached through a case study of conflict at either a national or international level. The study must include:

- political, social and economic causes and effects/impact;

- long and short term causes and effects/impact.

Examples of case studies are *World War I, World War II, The Cold War, Vietnam, former Republic of Yugoslavia, the Middle East, Northern Ireland*.

4. Individuals, groups, nations and international organisations can play a role in resolving conflict.

Key Idea 4 must include the study of the ideas and methods used to resolve conflict:

- pacifism and non-violence;

- negotiation and arbitration;

- force and sanctions;

9.3 Environmental Issues

*Key Idea*

1. Culture and beliefs influence the ways in which individuals, groups and societies perceive and exploit natural resources.

*Amplification*

Key Idea 1 must explore at least one case study of the way in which a group of people interact with the environment. This must include:

- the interaction of human activity with a large scale ecosystem, e.g. *Tropical Rain Forest, marine ecosystem;*
- the exploitation of natural resources, e.g., *water, minerals and fossil fuels.*

2. Problems can arise from the different ways in which people want to use their environment.

Key Idea 2 must explore at least one case study of an environmental issue relating to the way in which humans exploit their natural environment. This must include sustainable development explored through these issues:

- conservation of the natural environment, e.g., *land use and planning issues, global warming, endangered species or habitats;*
- pollution, e.g., *acid rain;*
- renewable and non-renewable resources;
- leisure and tourism.

3. Environmental issues have varying effects on individuals, groups and societies.

Key Ideas 3 and 4 must be approached through study of the wider issues and challenges of global interdependence and responsibility. The study includes the ways in which individuals, business organisations and voluntary groups can influence an environmental issue. This must include:

4. Individuals, groups and societies can play an important part in influencing behaviour, attitudes and values regarding environmental issues.

- methods used, e.g., *direct action, lobbying, petitions, use of the media;*
- effectiveness, e.g., *attitude change, policy change by government.*

A local case study might be appropriate.

## Option Unit 2

### *Patterns of Family Life*

Candidates must be aware of the cultural issues associated with family life. They must be aware of the wide range of perspectives, including moral and religious, which exist within and between societies on family issues and how this has changed over time. Candidates must be aware of issues on a personal, local, national and international scale.

10.1	Key Idea	Amplification
1.	There are different types of family and household structure.	<p>Key Idea 1 acts as an introduction to the cultural diversity of family and household in the United Kingdom and other countries, and must address the problematic nature of the word ‘family’. There are different types of families:</p> <ul style="list-style-type: none"> <li>• nuclear, extended, reconstituted, lone parent.</li> </ul>
2.	An individual's development and life chances are affected by a range of factors, both internal and external to the family.	<p>Key Idea 2 must focus on the United Kingdom and explores how a wide variety of factors can have a real effect upon an individual's life chances:</p> <ul style="list-style-type: none"> <li>• internal: the consequences of changes in types of household e.g. <i>decreasing kinship network, increasing lone parent families, increasing single households.</i></li> <li>• external: social and economic factors influencing patterns of marriage and family life, e.g., <i>the influences of social class, the law, religious beliefs, family size and life expectancy.</i></li> </ul>
3.	Most societies contain a diversity of groups with often different attitudes to the family.	<p>Key Idea 3 explores the range of attitudes towards family life. This must be done through a study of different views on the changing pattern of:</p> <ul style="list-style-type: none"> <li>• marriage and divorce;</li> <li>• gender roles and child rearing;</li> <li>• care of the elderly.</li> </ul>
4.	Despite the variation of attitudes in society there is still often one dominant view of the family.	<p>Key Idea 4 explores the dominant ‘popular’ and powerful views of the family/household with a particular focus on government policies and media representations (stereotypes). The following questions must be explored:</p> <ul style="list-style-type: none"> <li>• is there a typical or ideal family/household?</li> <li>• does the government and/or media shape attitudes to the family/household?</li> </ul>

## Option Unit 3

### *Prejudice and Persecution*

Candidates must be aware of the influence of prejudice and persecution on individuals and societies and what can be learnt from the past. Candidates must gain insight into the nature of human behaviour on a personal, local, national and international level.

#### 11.1 *Key Idea*

#### *Amplification*

1. Individuals and groups have experienced and continue to experience prejudice and persecution.

Key Idea 1 explores experiences of prejudice and persecution. The study must include examples from the United Kingdom today:

- the role of individual and group attitudes in the formation of stereotyping, prejudices, scapegoating;
- the attitudes and actions of government and the state against individuals and groups.

2. There are various causes of prejudice towards individuals and groups within and between societies.

Key Idea 2 must be explored through case studies which illustrate the following causes of prejudice and persecution:

- norms and values, e.g., *the impact of ignorance and superstition, tribalism, fear of outsiders*;
- the role of political ideologies, e.g., *apartheid, nazism, nationalism*;
- religious differences, e.g., *state religions and minority beliefs*;
- economic conditions, e.g., *imperialism and colonialism*.

3. Prejudice and discrimination in society has a range of characteristics.

Key Idea 3 must explore the issues of prejudice and discrimination as they exist in society:

- different forms of prejudice and discrimination against individuals and groups, e.g., *race, gender, sexuality, disability, religion*;
- institutional discrimination, e.g., *in employment, education, housing and the police*;
- systematic discrimination, violence and intolerance against groups including genocide;
- the role of the media.

4. Individuals, groups, nations and international organisations can act to reduce or resolve prejudice and persecution.
- Key Idea 4 must identify ways of challenging prejudice and persecution:
- individual action, e.g., *parents and students influencing school policy on racism or equal opportunities*;
  - community or organisational action e.g. *human rights defenders, disability groups, religious groups, local democratic structures*;
  - national action e.g. *constitutional rights, the role of law*;
  - international agencies/organisations (government and non-government), e.g., *the International Court of Human Rights; the role of the world faiths; the UN; the EU*.

## Option Unit 4

### *Power and Democracy*

Candidates must develop an understanding of the need for democracy to enable issues to be resolved and power to be shared and controlled. Democracy brings rights and freedoms but also responsibilities. The active participation of individuals and groups in politics is essential to the success of any democracy. Candidates must be aware that there are different views on how far democracy should extend at a local, national and international level.

12.1	Key Idea	<i>Amplification</i>
1.	Individuals living in social groups need to make decisions about how the group should be organised and how it should use resources.	Key Ideas 1 and 2 must be introduced through examples of decision-making processes at different scales, e.g. <i>family holiday, school policy on bullying, local council tax, old age pension, single European currency</i> , in order to raise the following issues: <ul style="list-style-type: none"> <li>• there are different ways of approaching a decision;</li> <li>• people may hold different degrees of power;</li> <li>• people have different responsibilities;</li> <li>• interest groups often form around different ideologies.</li> </ul>
2.	Societies contain interest groups with different views about its organisation and resources.	
3.	Democracy allows differences in society to be resolved fairly and peacefully.	Key Idea 3 must be covered through a minimum of <b>three</b> case studies. One case study at a national level of dictatorship, e.g. <i>Hitler's Germany, Pinochet's Chile</i> ; one case study of a democracy, e.g. <i>any parliamentary or other democracy</i> , and one pressure group. The issues to be addressed are: <ul style="list-style-type: none"> <li>• the protection of individual rights;</li> <li>• the rights and responsibilities of individuals to participate in a democracy;</li> <li>• the role of pressure groups in the democratic process, including aims, methods, use of the media;</li> <li>• the importance of literacy and numeracy to democracy;</li> <li>• the resource implications of democracy.</li> </ul>
4.	There are conflicting views on how far democracy should extend.	Key Idea 4 must consider views concerned with limiting or extending democracy at different scales: <ul style="list-style-type: none"> <li>• local, e.g., <i>democracy in school</i>;</li> <li>• national, e.g. <i>democracy in the work place</i>;</li> <li>• international, e.g., <i>national governments and the European Parliament</i>.</li> </ul> Examples of case studies are <i>pupils' councils, Honda car factory, World Trade Organisation</i> .

## Option Unit 5

### *Global Inequality*

Candidates must develop an understanding of the use of indicators to show the extent and effects of global inequality. They must study the different reasons put forward to explain this inequality including its historical and contemporary causes. Candidates must consider the cultural impact of this gap on both less and more economically developed countries (LEDCs and MEDCs). Candidates must consider the notion that increasing global interdependence means there is a responsibility to consider the options for achieving sustainable development.

#### 13.1 Key Idea

#### *Amplification*

1. The wealth created by exploiting the world's resources is not shared equally. The countries of the world are divided into MEDCs and LEDCs. Millions live in relative and absolute poverty.

Key Idea 1 must be studied by using human development indicators to demonstrate:

- the existence of global inequality;
- the extent of poverty in LEDCs;
- the contrasting patterns of life in LEDCs and MEDCs.

Indicators for selected MEDCs and LEDCs, e.g. *Gross National Product (GNP), calorie intake, infant mortality rate, people per doctor, life expectancy, occupations and literacy rates* provide examples to illustrate the above.

2. Different reasons are put forward to explain global inequality.

Key Idea 2 must be studied by using case studies to examine critically the following views:

- the terms of trade between LEDCs and MEDCs are unfair to LEDCs and keep them poor;
- the growing debt owed by LEDCs to MEDC-based institutions is making LEDCs poorer;
- many people in LEDCs live in fragile environments;
- the poverty cycle in LEDCs traps people in low paid jobs;
- colonialism affected many LEDCs.

3. Global inequality has an impact on the cultures of both MEDCs and LEDCs.

Key Idea 3 examines some of the cultural effects of global inequality on people in MEDCs and LEDCs:

- cultural stereotyping can occur in both MEDCs and LEDCs which reinforces prejudices;
- the economic and technological power of MEDCs has a cultural impact on people living in LEDCs, e.g. *migration*.
- global inequality is a major source of conflict which causes resources to be diverted from development, e.g. *post World War II conflicts in Asia, Africa and South America*.

4. There are different views over what should be done about global inequality.

Key Idea 4 examines the moral, religious and practical issues involved in efforts to reduce global inequality and poverty:

- aid (government and non-government organisations);
- fairer trade;
- cancellation of debt;
- global interdependence.

## Option Unit 6

### *People and Work*

Candidates must be aware of the importance of work in people's lives. They must develop an appreciation and understanding of the inter-relationship between rights of consumers, employees and employers. Candidates must be aware of issues on local, regional, national and international scales.

#### 14.1 Key Idea

#### *Amplification*

1. People have different attitudes and perceptions about the importance of work in society.

Key Idea 1 acts as an introduction to the study of people and work. Differing attitudes and perceptions regarding the following must be explored:

- the importance of work in meeting needs and wants;
- the importance of work in the production of goods and services;
- job satisfaction;
- alienation;
- unemployment;
- equal opportunities, e.g. *gender, ethnicity, disability*.

2. The pattern of employment is constantly changing.

Key Idea 2 must be considered by looking at patterns of employment in the United Kingdom with reference to:

- changes in primary, secondary and service employment over time;
- comparison with other countries (this should include both an LEDC and another MEDC);
- economic migration;
- interdependence and globalisation.

3. Technology has a major impact on the nature of work in society.

Key Idea 3 considers the impact of technology and how it affects the way people work. This must include reference to:

- the division of labour;
- craft production;
- specialisation;
- mechanisation;
- automation and information technology.

4. Employers and employees have different rights and responsibilities.

Key Idea 4 must consider the importance of:

- business organisation and structure;
- trade unions;
- industrial relations.

## Key Skills and Other Issues

15

### Humanities Skills

15.1

The Humanities content specification is about how people of different cultures and societies relate to each other and the world in which we live. It is expected that in teaching the Key Ideas, emphasis will be placed on the development of those skills which are most central to the processes involved in the acquisition, understanding, consideration and communication of these Key Ideas.

This expectation is reinforced by Assessment Objective 2 (AO2). Elements of this Assessment Objective permeate all three components.

#### Investigation

The following are assessed mainly through the centre-assessed component (coursework).

Candidates will be expected to develop the skills associated with the investigation of one or more related Key Ideas. These skills are:

- identification of a question/hypothesis;
- effective planning skills;
- identification and collection of a range of appropriate evidence;
- recording and processing evidence;
- explanation of the methods used;
- development of a response which focuses on the question/hypothesis and draws conclusions.

#### Analysis and Interpretation

These skills will be assessed through all three components.

- Candidates will be expected to develop the capacity to analyse and interpret information in a variety of forms, identifying perspectives, looking for patterns and trends which aid understanding and/or explanation. These forms include charts and statistics, eye witness accounts, official reports and media accounts.

#### Evaluation

This skill will be assessed through all three components.

- Candidates will be expected to develop the higher order skill of evaluation. This should flow from the processes described above. Evaluation is the capacity to develop reasoned and informed judgements based on a thorough understanding of the facts, issues, and conflicting perspectives. Evaluation includes recognising the strengths and limitations of all forms of research methods, evidence and arguments.

**Communication**

These skills will be assessed through all three components.

- Candidates will be expected to develop their capacity to communicate their understanding of the Key Ideas in a variety of contexts. The coursework component provides opportunities to compose a well-ordered written account which includes an explanation and evaluation of the investigation, making appropriate use of a range of presentation techniques. The examination components will require candidates to be able to explain their understanding of Key Ideas by deploying case studies to back up their arguments and/or explain their interpretation of sources.

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**15.2 ICT Skills**

There is a wide range of opportunities for candidates to learn to use ICT skills. These skills include the use of:

- photographs;
- the Internet;
- databases;
- spreadsheets;
- word processing packages;
- information from video and TV programmes.

This will enhance candidates' ability to:

- find things out from a variety of sources, selecting and synthesising the information to meet their needs and developing an ability to question its accuracy, bias and plausibility;
- develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy;
- exchange and share information, both directly and through electronic media;
- review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

## Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

### 16.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number, Communication and Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance, Working with Others* and *Problem-Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be down-loaded from the QCA website (<http://www.qca.org.uk/keyskills>)

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this Specification for Humanities can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Application of Number, Communication, Information Technology, Improving own Learning and Performance, Working with Others*, and *Problem-Solving*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below.

### 16.2 Key Skills Opportunities in Humanities

The multi-skilled nature of Humanities that calls upon candidates’ abilities to apply their knowledge, understanding and skills, makes it possible to assist candidates to develop their knowledge and understanding of the Key Skills and to produce evidence of their application. The matrices below signpost the opportunities for the acquisition, development and production of evidence for Part B of five of the Key Skills units at Level 1 and 2, in the teaching and learning units of this specification. The degree of opportunity in any one unit will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

**Application of Number Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content					
	Core Unit 1	Option Units				
		2	3	4	5	6
<b>N1.1</b> Interpret information from different sources	✓	✓	✓	✓	✓	✓
<b>N1.2</b> Carry out calculations handling statistics	✓	✓	✓	✓	✓	✓
<b>N1.3</b> Interpret results and present findings	✓	✓	✓	✓	✓	✓

**Application of Number Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content					
	Core Unit 1	Option Units				
		2	3	4	5	6
<b>N2.1</b> Interpret information from different sources	✓	✓	✓	✓	✓	✓
<b>N2.2</b> Carry out calculations handling statistics	✓	✓	✓	✓	✓	✓
<b>N2.3</b> Interpret results and present findings	✓	✓	✓	✓	✓	✓

**Communication Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content					
	Core Unit 1	Option Units				
		2	3	4	5	6
<b>C1.1</b> Take part in discussions	✓	✓	✓	✓	✓	✓
<b>C1.2</b> Read and obtain information	✓	✓	✓	✓	✓	✓
<b>C1.3</b> Write different types of documents	✓	✓	✓	✓	✓	✓

**Communication Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content					
	Core Unit 1	Option Units				
		2	3	4	5	6
<b>C2.1a</b> Contribute to discussions	✓	✓	✓	✓	✓	✓
<b>C2.1b</b> Give a short talk	✓	✓	✓	✓	✓	✓
<b>C2.2</b> Read and summarise information	✓	✓	✓	✓	✓	✓
<b>C2.3</b> Write different types of documents	✓	✓	✓	✓	✓	✓

**Information Technology Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content					
	Core Unit 1	Option Units				
		2	3	4	5	6
<b>IT1.1</b> Find, explore and develop information	✓	✓	✓	✓	✓	✓
<b>IT1.2</b> Present information, including text, numbers and images	✓	✓	✓	✓	✓	✓

**Information Technology Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content					
	Core Unit 1	Option Units				
		2	3	4	5	6
<b>IT2.1</b> Search for and select information	✓	✓	✓	✓	✓	✓
<b>IT2.2</b> Explore and develop information and derive new information	✓	✓	✓	✓	✓	✓
<b>IT2.3</b> Present combined information, including text, numbers and images	✓	✓	✓	✓	✓	✓

**Working with Others Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content					
	Core Unit 1	Option Units				
		2	3	4	5	6
<b>WO1.1</b> Confirm what needs to be done and who is to do it	✓	✓	✓	✓	✓	✓
<b>WO1.2</b> Work towards agreed objectives	✓	✓	✓	✓	✓	✓
<b>WO1.3</b> Identify progress and suggest improvements	✓	✓	✓	✓	✓	✓

**Working with Others Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content					
	Core Unit 1	Option Unit				
		2	3	4	5	6
<b>WO2.1</b> Plan work and confirm working arrangements	✓	✓	✓	✓	✓	✓
<b>WO2.2</b> Work co-operatively towards achieving identified objectives	✓	✓	✓	✓	✓	✓
<b>WO2.3</b> Exchange information on progress and agree ways of improving work with others	✓	✓	✓	✓	✓	✓

**Improving own Learning and Performance Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content					
	Core Unit 1	Option Units				
		2	3	4	5	6
<b>LP1.1</b> Confirm short-term targets and plan how these will be met	✓	✓	✓	✓	✓	✓
<b>LP1.2</b> Follow plan to meet targets and improve performance	✓	✓	✓	✓	✓	✓
<b>LP1.3</b> Review progress and achievements	✓	✓	✓	✓	✓	✓

**Improving own Learning and Performance Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content					
	Core Unit 1	Option Units				
		2	3	4	5	6
<b>LP2.1</b> Help set short-term targets and plan how these will be met	✓	✓	✓	✓	✓	✓
<b>LP2.2</b> Use plan and support from others, to meet targets	✓	✓	✓	✓	✓	✓
<b>LP2.3</b> Review progress and identify evidence of achievements	✓	✓	✓	✓	✓	✓

**Problem Solving Level 1**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content					
	Core Unit 1	Option Units				
		2	3	4	5	6
<b>PS1.1</b> Confirm understanding of given problems	✓	✓	✓	✓	✓	✓
<b>PS1.2</b> Plan and try out ways of solving problems	✓	✓	✓	✓	✓	✓
<b>PS1.3</b> Check if problems have been solved and describe the results	✓	✓	✓	✓	✓	✓

**Problem Solving Level 2**

What you must do ...	Signposting of Opportunities for Generating Evidence in Subject Content					
	Core Unit 1	Option Units				
		2	3	4	5	6
<b>PS2.1</b> Identify problems and come up with ways of solving them	✓	✓	✓	✓	✓	✓
<b>PS2.2</b> Plan and try out options	✓	✓	✓	✓	✓	✓
<b>PS2.3</b> Apply given methods to check if problems have been solved and describe the results	✓	✓	✓	✓	✓	✓

The sign-posting in the tables, represents the opportunities to acquire and produce evidence of the Key Skills which are possible through this specification. There may be other opportunities to achieve these and other aspects of Key Skills via this specification but these are dependent on the detailed course of study delivered within centres.

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### 16.3 Further Guidance

More specific guidance and examples of tasks that can provide evidence of single Key Skills, or composite tasks that can provide evidence of more than one Key Skill, are given in the AQA specification support material, particularly the Teachers' Guide.

## Spiritual, Moral, Ethical, Social, Cultural and Other Issues

### 17.1 Spiritual, Moral, Ethical, Social, Cultural and Other Issues

The study of Humanities provides many opportunities to develop candidates' understanding of moral, ethical, social and cultural issues. These issues which are important to human societies are explored and examined throughout the course. Outlined below are some specific examples of where these issues may be covered.

#### Spiritual Issues

Candidates are encouraged to consider and discuss questions and issues relating to the nature of human society throughout the course. They should be encouraged to explore and discuss with others spiritual issues, beliefs or personal insights (para 9.1). Candidates should recognise their own worth and the values of other individuals or communities. These concepts permeate the study of Humanities; Core Unit 1 provides a framework for this development.

#### Moral and Ethical Issues

Candidates should be encouraged to develop an understanding that differing values and attitudes exist and to reflect on these and their own beliefs. They should explore contemporary issues and debates including ethical and moral dimensions. For example, the effects of conflict on individuals, groups and societies (para. 9.2); the issue of global inequality of wealth (para. 13.1).

When studying this specification candidates are required to study contrasting perspectives on an issue (para. 9.1).

#### Social Issues

Candidates should be encouraged to consider the values and attitudes that prevail in society and social groups. They are encouraged to do this expressly in the Core Unit 1 (para. 9.1).

Candidates should be encouraged to develop an understanding of political concepts and the role and function of government, (para. 12.1), thereby supporting their progress in citizenship.

Candidates should be aware of the methods by which individuals and societies work together in order to accommodate conflicting interests. This opportunity is provided when studying the subject content (para. 9.2).

#### Cultural Issues

Cultural issues are dealt with throughout this specification. Candidates have opportunities to experience, appreciate and relate to cultures other than their own through the subject content and case studies used. Candidates should be encouraged to consider the ways culture influences individuals (Core Unit 1). They should be encouraged to have respect for and tolerance of people of different cultures (para. 9.1, 10.1 and 11.1).

17.2 European Dimension	<p>AQA has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen papers. In the context of Humanities, candidates are required to look at global perspectives. This can involve the contribution that the European Union can make in resolving issues such as conflict (para. 11.1).</p> <p>Teachers are encouraged to use a case study approach when teaching this course. These case studies should include examples from the European Union. This is particularly recommended in para. 12.1. By this means candidates are encouraged to develop a wider perspective on the study of political representation.</p>																								
17.3 Environmental Issues	<p>AQA has taken account of the 1988 Resolution of the Council of the European Community and the Report “<i>Environmental Responsibility: An Agenda for Further and Higher Education</i>” 1993 in preparing this specification and associated specimen papers.</p> <p>This specification is designed so that it can be used as a medium for teaching environmental education as environmental issues are a part of the Core Unit 1 (para. 9.3).</p>																								
17.4 Citizenship	<p>The study of Humanities has by definition a social dimension and therefore there will be the opportunity to support candidates’ progress in citizenship.</p> <p>Specifically the Citizenship Programme of Study will be supported by this specification in the following way:</p> <table border="0"> <thead> <tr> <th data-bbox="628 1249 858 1283"><i>Citizenship Reference</i></th> <th data-bbox="1082 1249 1390 1283"><i>Humanities Subject Content</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="571 1305 922 1339">1a Legal and human rights</td> <td data-bbox="1082 1305 1318 1339">para. 11.1 and 12.1</td> </tr> <tr> <td data-bbox="571 1357 938 1391">1a Criminal and civil justice</td> <td data-bbox="1082 1357 1310 1391">para 11.1 and 12.1</td> </tr> <tr> <td data-bbox="571 1408 858 1442">1b National identities</td> <td data-bbox="1082 1408 1302 1442">para. 9.1 and 11.1</td> </tr> <tr> <td data-bbox="571 1460 820 1494">1c Making the law</td> <td data-bbox="1082 1460 1318 1494">para. 11.1 and 12.1</td> </tr> <tr> <td data-bbox="571 1512 951 1545">1d Democratic responsibility</td> <td data-bbox="1082 1512 1203 1545">para. 12.1</td> </tr> <tr> <td data-bbox="571 1563 986 1597">1e How the economy functions</td> <td data-bbox="1082 1563 1198 1597">para 14.1</td> </tr> <tr> <td data-bbox="571 1615 954 1648">1f Processes of social change</td> <td data-bbox="1082 1615 1187 1648">para. 9.1</td> </tr> <tr> <td data-bbox="571 1666 1027 1700">1g Role and influence of the media</td> <td data-bbox="1082 1666 1187 1700">para. 9.1</td> </tr> <tr> <td data-bbox="571 1718 954 1751">1h Rights and responsibilities</td> <td data-bbox="1082 1718 1251 1751">para. 9.1-14.1</td> </tr> <tr> <td data-bbox="571 1769 979 1848">1i Global interdependence and responsibility</td> <td data-bbox="1082 1769 1203 1803">para. 13.1</td> </tr> <tr> <td data-bbox="571 1865 938 1899">1j Sustainable development</td> <td data-bbox="1082 1865 1203 1899">para. 13.1</td> </tr> </tbody> </table>	<i>Citizenship Reference</i>	<i>Humanities Subject Content</i>	1a Legal and human rights	para. 11.1 and 12.1	1a Criminal and civil justice	para 11.1 and 12.1	1b National identities	para. 9.1 and 11.1	1c Making the law	para. 11.1 and 12.1	1d Democratic responsibility	para. 12.1	1e How the economy functions	para 14.1	1f Processes of social change	para. 9.1	1g Role and influence of the media	para. 9.1	1h Rights and responsibilities	para. 9.1-14.1	1i Global interdependence and responsibility	para. 13.1	1j Sustainable development	para. 13.1
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1j Sustainable development	para. 13.1																								

Coursework provides the opportunity for candidates to do assignments which link Key Ideas in this specification with the Programme of Study for Citizenship. Candidates are expected to:

*Citizenship Reference*

- 2a research a topical issue by analysing information from different sources, including ICT based sources, showing an awareness of the use and abuse of statistics;
- 2b express, justify and defend orally and in writing a personal opinion about such issues, problems or events;
- 2c contribute to group and exploratory class discussions, and take part in formal debates.

When developing skills of participation and responsible action candidates are expected to:

*Citizenship Reference*

- 3a use their imagination to consider other people’s experiences and be able to think about, express, explain and critically evaluate views that are not their own;
- 3b negotiate, decide and take part responsibility in school and community based activities;
- 3c reflect on the process of participating.

17.5 ICT

ICT opportunities exist in all sections of the subject content and in coursework. Examples of such opportunities are as follows:

- the Internet can be used for collection and interpretation of data when studying Key Idea 1, section 9.1; Key Idea 4, section 9.2; Key Ideas 3 and 4, section 9.3;
- the Internet can be used to investigate case studies examples when studying Key Ideas 1, 2, 3 and 4 section 9.3; Key Idea 4, section 11.1; Key Ideas 1, 2 and 4, section 12.1.
- databases can be used for the collation of material when studying Key Idea 1, section 13.1;
- spreadsheets can be used to display collected material when studying Key Idea 2, section 10.1; Key Idea 1, section 13.1; Key Idea 2, section 14.1;
- word processing packages can be used for the organisation and presentation of coursework and work completed during the course.

17.6 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen papers to avoid bias of any kind.

17.7 Health and Safety

An appreciation of health and safety issues can be fostered by the specification when candidates are studying People and Work (para. 14.1), Key Idea 4, Employers and employees have different rights and responsibilities.

## Centre–Assessed Component

**18**

### Nature of the Centre–Assessed Component

#### 18.1 Assessment Objectives

The skills to be assessed during coursework are listed in the Assessment Objective AO2 (para. 6.2) and Scheme of Assessment (para. 7.2) sections of the specification. Specifically, these objectives assess a candidate’s ability to:

- a. use skills of investigation;
- b. analyse and interpret information presented in a variety of ways.
- c. evaluate arguments and/or sources and/or methods of investigation;
- d. communicate a response using appropriate arguments, evidence and presentation techniques in support.

#### 18.2 The Coursework

In order to fulfil the coursework requirement candidates must produce **one or two assignments** focused on selected Key Ideas identified in the subject content; this coursework should **be approximately 2500 words in total**. A candidate who produces more or fewer words than this should not be penalised but the coursework should be assessed in accordance with the assessment criteria (para 20.2) and an appropriate mark awarded. Further guidance on setting assignments is given in para 19.1.

At the beginning of the course, centres asked to submit estimate of entries forms (see paragraph 7.3). AQA will then be able to send centres the appropriate number of *Centre Declaration Sheets* and *Candidate Record Forms* for coursework, as well as the Sources booklet for Paper 1.

## Guidance on Setting the Centre-Assessed Component

### 19.1 Setting Assignments

Each assignment must have a clearly formulated question or problem linked to any of the key ideas identified in the subject content.

Candidates may choose their own assignments or teachers may set assignments for a candidate or a group of candidates.

The assignment(s) should be chosen carefully to provide valid evidence of the candidate's positive achievement of the assessment criteria. These activities should make reasonable demands on the candidate. Assignments should be appropriate to the abilities of the candidates. The design of the assignments should give all candidates the opportunity to achieve the level of mark commensurate with their ability.

Assignments may be related to group activities. Where candidates work as a group, it must be possible to identify the individual contribution of each candidate, so that the requirements in the specification are met.

Centres should consider the option of offering one **or** two assignments, taking account of the following information.

Option 1: **One assignment:** the three strands of the assessment criteria are met in one assignment.

Option 2: **Two assignments:** one or two strands of the assessment criteria may be met in each assignment, where appropriate. Over the two assignments all three strands must be met.

Whether one or two assignments are submitted it is essential that the coursework meets the assessment criteria specified and the mark allocations.

It is anticipated that written work will form the basis of most assignments though work may be supplemented by the use of other media such as pictures, charts and diagrams, oral work and including the use of ICT, essays, interviews, surveys and questionnaires, creative writing and visual productions. Teachers should make candidates aware of the role of ICT in gathering relevant information, information analysis or production of a report.

Further guidance on setting the coursework assignments and use of resources is given in the 'Teachers' Guide.

### 19.2 Coursework Advisers

Coursework Advisers are available to assist centres with any matters relating to coursework. Details are available from the Humanities Subject Department at the AQA Guildford Office (email: [humanities@qa.org.uk](mailto:humanities@qa.org.uk)).

## 20

## Assessment Criteria

## 20.1 Introduction

Each assignment is marked according to the criteria based on appropriate assessment objectives (detailed in Section 18). The descriptors at the various mark bands are related directly to these assessment objectives.

Candidates may complete assignments over any period of the course and will present a folder of coursework containing one or two assignments for assessment and moderation.

Teachers should assess the folder of coursework as a whole whether it contains one or two assignments. A mark out of 20 for each of the three strands should be awarded to the coursework. A total mark out of 60 should be indicated. When marking their coursework teachers should make allowance for balancing strengths and weaknesses. The mark awarded will depend upon the extent to which the candidate has met the descriptor overall.

Teachers are advised to first identify the appropriate band. Then to make a judgement on whether the coursework shows strong evidence of meeting the descriptor or if the evidence is weak. If the decision is that the evidence is strong then a mark high in the band range should be used; if low then a mark low in the band range should be used.

## 20.2 Criteria

The coursework should be assessed under the following headings in accordance with the marks specified.

Strand (i) Investigation		The candidate:
Band	Marks	Descriptor
4	16-20	Identifies and develops a question/hypothesis and investigates it by acquiring a broad range of information and arguments. Displays effective planning skills and methods of investigation .
3	11-15	Identifies and develops a question/hypothesis and investigates it by acquiring a range of information and arguments. Displays sound planning skills and methods of investigation.
2	6-10	Identifies a question/hypothesis and investigates it by acquiring various information and arguments. Displays some planning skills and methods of investigation.
1	1-5	Identifies a question/hypothesis and investigates it at a basic level. Displays planning skills and methods of investigation at a simple level.
0	0	Identifies and displays no relevant evidence.

Strand (ii) Evaluation		The candidate:
Band	Marks	Descriptor
4	16-20	Explains in detail the strengths and/or weaknesses of the arguments and/or sources and/or methods of investigation: completeness/gaps; balance/ bias; validity; degree of consistency.
3	11-15	Explains the strengths and/or weaknesses of the arguments and/or sources and/or methods of investigation: completeness/gaps; balance/bias; validity; degree of consistency.
2	6-10	Describes some strengths and/or weaknesses of the arguments and/or sources and/or methods of investigation: completeness/gaps; balance/bias; validity; degree of consistency.
1	1-5	Makes some simple comments about the adequacy of the arguments and/or sources and/or methods of investigation.
0	0	Makes no relevant comments.

Strand (iii) Communication		The candidate:
Band	Marks	Descriptor
4	16-20	Makes a sustained and detailed response to the question/hypothesis. Develops a response which is coherent, critical and logical, making appropriate generalisations and drawing conclusions. Draws on a wide range of evidence to support the response, which is presented using appropriate techniques.
3	11-15	Makes a sustained response which focuses on the question/hypothesis and draws conclusions. Draws on a range of evidence to support the response, which is presented using some appropriate techniques.
2	6-10	Makes a response which focuses on the question/hypothesis. Presents simply a point of view supported by some evidence.
1	1-5	Makes a descriptive or simple response supported by a basic level of evidence.
0	0	Makes no relevant response.

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20.3	Evidence to Support the Award of Marks	Teachers should keep records of their assessments during the course, in a form which facilitates the complete and accurate submission of the final assessments at the end of the course.
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20.4	Candidate Record Forms	When the assessments are complete, the marks awarded under each of the assessment criteria must be entered on the <i>Candidate Record Form</i> , with supporting information given in the spaces provided. <i>Candidate Record Forms</i> are available on the AQA website in the Administration area. They can be accessed via the following link: <a href="http://www.aqa.org.uk/admin/p_course.php">http://www.aqa.org.uk/admin/p_course.php</a>
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The *Candidate Record Forms* must be attached to the candidate's work and must be signed by the candidate and the teacher.

## 21 Supervision and Authentication

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21.1 Supervision of Candidates' Work	Candidates' work for assessment must be undertaken under conditions which allow the teacher to supervise the work and enable the work to be authenticated. If it is necessary for some assessed work to be done outside the centre, sufficient work must take place under direct supervision to allow the teacher to authenticate with confidence the work of each candidate.
21.2 Guidance by the Teacher	<p>The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the <i>Candidate Record Form</i>.</p> <p>The assignments must be the candidate's own work. Teachers, however, will be expected to provide help and guidance throughout the course of the assignment and are likely to be involved in the following:</p> <ul style="list-style-type: none"><li>• initial discussion at the time when the assignments are being chosen and the work is being planned. The teacher must be involved in the choice of assignments and must record the discussion on the <i>Candidate Record Form</i>;</li><li>• discussion, either initially or in the early stages, of the availability and use of source material;</li><li>• periodic supervision and discussion of each assignment, including the recording of the discussion on the <i>Candidate Record Form</i>;</li><li>• discussion at the time when assignments are completed to resolve any doubts about the work which has been presented. The teacher must record the discussion on the <i>Candidate Record Form</i>;</li><li>• guidance on presentation of the report on the assignments, including the information to be given on the <i>Candidate Record Form</i>.</li></ul>
21.3 Unfair Practice	At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.
21.4 Authentication of Candidates' Work	Both the candidate and the teacher are required to sign declarations confirming that the work submitted for assessment is the candidate's own. The teacher declares that the work was conducted under the specified conditions and records details of any additional assistance.

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## 22

## Standardisation

## 22.1 Standardising Meetings

Annual standardising meetings will usually be held in the autumn term. Centres entering candidates for the first time must send a representative to one of the meetings. Attendance is also mandatory in the following cases:

- where there has been a serious misinterpretation of the specification requirements;
- where the nature of coursework tasks set by a centre has been inappropriate;
- where a significant adjustment has been made to a centre's marks in the previous year's examination.

At these meetings guidance will be provided on setting and marking coursework.

## 22.2 Internal Standardisation of Marking

The centre is required to standardise the assessments across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in marking a component, one teacher must be designated as responsible for internal standardisation. Common pieces of work must be marked on a trial basis and differences between assessments discussed at a training session in which all teachers involved must participate. The teacher responsible for standardising the marking must ensure that the training includes the use of reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the *Centre Declaration Sheet*, duly signed, to confirm that the marking of centre-assessed work at the centre has been standardised. If only one teacher has undertaken the marking, that person must sign this form.

*Centre Declaration Sheets* are available on the AQA website in the Administration area. They can be accessed via the following link: [http://www.aqa.org.uk/admin/crf\\_pdf/AQA-CDS-W-08.pdf](http://www.aqa.org.uk/admin/crf_pdf/AQA-CDS-W-08.pdf)

## 23

## Administrative Procedures

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- 23.1 Recording Assessments
- The candidates' work must be marked according to the assessment criteria set out in Section 20. The marks and supporting information must be recorded in accordance with the instructions in Sections 20.3 and 21.2. The completed *Candidate Record Form* for each candidate must be attached to the work and made available to AQA on request.
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- 23.2 Submitting Marks and Sample Work for Moderation
- The total component mark for each candidate must be submitted to AQA on the mark sheets provided or by Electronic Data Interchange (EDI) by the specified date. Centres will be informed which candidates' work is required in the samples to be submitted to the moderator.
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- 23.3 Factors Affecting Individual Candidates
- Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up missed assessments.
- Special consideration should be requested for candidates whose work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately.
- If work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.
- Where special help which goes beyond normal learning support is given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.
- Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.
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- 23.4 Retaining Evidence and Re-Using Marks
- The centre must retain the work of all candidates, with *Candidate Record Form* attached, under secure conditions, from the time it is assessed, to allow for the possibility of an enquiry upon results. The work may be returned to candidates after the issue of results provided that no enquiry upon result is to be made which will include re-moderation of the coursework component. If an enquiry upon result is to be made, the work must remain under secure conditions until requested by AQA.
- Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.
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## Moderation

### 24.1 Moderation Procedures

Moderation of the coursework is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre marks must be submitted to AQA and the sample of work must reach the moderator by the specified date in the year in which the qualification is awarded.

Following the re-marking of the sample work, the moderator's marks are compared with the centre marks to determine whether any adjustment is needed in order to bring the centre's assessments into line with standards generally. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the coursework and *Candidate Record Form* of every candidate entered for the examination and be prepared to submit it on demand. Mark adjustments will normally preserve the centre's order of merit but where major discrepancies are found, AQA reserves the right to alter the order of merit.

### 24.2 Post-Moderation Procedures

On publication of the GCSE results, the centre is supplied with details of the final marks for the coursework component.

The candidates' work is returned to the centre after the examination with a report form from the moderator giving feedback to the centre on the appropriateness of the tasks set, the accuracy of the assessments made, and the reasons for any adjustments to the marks.

Some candidates' work may be retained by AQA for archive purposes.

## Awarding and Reporting

### 25

## Grading, Shelf-Life and Re-Sits

25.1	Qualification Titles	The qualification based on this specification has the following title: AQA General Certificate of Secondary Education in Humanities.
25.2	Grading System	The qualification will be graded on an 8 point grade Scale A*, A, B, C, D, E, F, G. Candidates who fail to reach the minimum standard for grade G will be recorded as U (unclassified) and will not receive a qualification certificate.
25.3	Re-Sits	Individual components may not be retaken but candidates may retake the whole qualification more than once.
25.4	Minimum Requirements	Candidates will be graded on the basis of work submitted for assessment.
25.5	Carrying Forward of Centre-Assessed Marks	Candidates re-taking the examination may carry forward their moderated coursework marks. These marks have a shelf-life which is limited only by the shelf-life of the specification, and they may be carried forward an unlimited number of times within this shelf-life.
25.6	Awarding and Reporting	This specification complies with the current grading, awarding and certification requirements of the GCSE, GCE and AEA Code of Practice April 2008 and will be revised in the light of any subsequent changes for future years.

# Appendices

## A

### Grade Descriptions

The following grade descriptors indicate the level of attainment characteristic of the given grade at GCSE. They give a general indication of the required learning outcomes at each specific grade. The descriptors should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives (as in Section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

**Grade A** Candidates can recall accurately a comprehensive range of relevant knowledge about human society and the factors that have interacted to shape the world in which we live today. This knowledge should be across all scales. Candidates demonstrate a detailed understanding of terminology. Candidates understand thoroughly Key Ideas and concepts from the specification content and apply this to unfamiliar contexts. They understand the complex relationships between individuals, individuals and groups, society and the environment and the range of consequences when relationships break down.

Candidates interpret information. They can identify and evaluate a wide range of relevant information and extract it from a given stimulus reaching reasoned and sustained conclusions. They can identify a range of connections between information noting patterns and trends in detail and make comprehensive comments and comparisons about them.

Candidates can identify and acquire a wide range of information relevant to a question/hypothesis and can give reasons for the choice of information selected. They can summarise, organise and present information in an effective and coherent manner. They can construct arguments supported by a wide range of evidence. They can recognise and comment in detail on the strengths and weaknesses of the arguments and/or sources and/or methods of investigation used.

**Grade C** Candidates can recall accurately a range of relevant knowledge about human societies and the factors that have interacted to shape the world in which we live today. This knowledge will be across some scales. Candidates demonstrate understanding of terminology. Candidates understand key ideas and concepts from the specification content. They can apply their understanding by using a range of relevant examples. They understand relationships between individuals, individuals and groups, society and the environment and consequences when relationships break down.

Candidates interpret information/sources and draw conclusions. They can identify and evaluate a range of relevant information and extract it from a given stimulus making reasoned judgements. They can identify connections between information, noting in some detail, patterns and/or trends in the information and are able to make comparisons or comments about them.

Candidates can identify and acquire a range of information relevant to a question/hypothesis and can give reasons for the choice of information. They can summarise, organise and present information in a structured manner. They can construct arguments supported by a range of evidence. They can identify and comment on strengths or weaknesses in the arguments and/or sources and/or methods of investigation used.

**Grade F** Candidates can recall some relevant knowledge about human societies and the factors that have interacted to shape the world in which we live today. This knowledge will be across more than one scale. Candidates demonstrate some basic understanding of terminology. Candidates understand some key ideas and simple concepts from the specification content. They can use some relevant examples. They understand some simple relationships between individuals, individuals and groups, society and the environment and simple consequences when relationships break down.

Candidates attempt to interpret information and produce some evaluation identifying some relevant information and extract it from a given stimulus making some conclusions. They can identify simple patterns or trends. They can identify simple connections between information.

Candidates can identify and acquire a limited amount of information relevant to a question/hypothesis and can, at a simple level, attempt to explain the choice of information selected. They can summarise or present information with limited organisation. They can make simple generalisations supported by a basic level of evidence. They can show some awareness of the adequacy of the arguments and/or sources and/or methods of investigation used.

## B

## Overlaps with other Qualifications

### Introduction

The qualifications listed below are not prohibited combinations with GCSE Humanities but their subject content overlaps to a greater or lesser extent with the subject content described in paras 9.1 to 14.1. The qualifications are AQA specifications – qualifications from other awarding bodies with the same or similar titles can be expected to have a similar degree of overlap.

The extent of the overlap will depend, in some instances, on the case studies or issue chosen.

### Geography A

Some content relating to Ecosystems (para 9.7) also appears in this specification in: Environmental Issues (para 9.3)

Some content relating to Managing Resources (para 10.5) also appears in this specification in: Environmental Issues (para 9.3)

Some content relating to Development (para 10.6) also appears in this specification in: Global Inequality (para 13.1).

### Geography B

Some content relating to tourism in the UK (para 9.3); in the European Union (para 10.3) also appears in this specification in: Environmental Issues Key Idea 2 (para 9.3)

Some content relating to aid, investment and international development (para 12.2) also appears in this specification in: Global Inequality Key Idea 5 (para 13.1)

### Geography C

Some content relating to contrasting levels of development (para 9.9) also appears in this specification in: Global Inequality Key Ideas 1 and 2 (para 13.1)

### Religious Studies A

When studying issues relating to beliefs systems of Christianity (Option 2A) an issue may be chosen which overlaps with an issue chosen in this specification for Key Idea 4, Core Unit 1 (para 9.1)

### Religious Studies B

When studying issues relating to major world religions (Modules 1 or 4) an issue may be chosen which overlaps with an issue chosen in this specification for Key Idea 4, Core Module 1 (para 9.1)

### Religious Studies C

When studying beliefs systems reflected in any of the major world religions (all options) an issue may be chosen which overlaps with an issue chosen in this specification for Key Idea 4, Core Module 1 (para 9.1)

History A	When studying issues relating to Unit 3 German Society and Economy an issue may be studied which overlaps with Persecution and Prejudice, Key Idea 2, (para 11.1)
History B	<p>Some content relating to Conflict in the Modern World, Part 1 of the Subject Content may appear in this specification in Conflict and Co-operation (para 9.2) if the case studies of World War I, the Cold War are used.</p> <p>Some content relating to Unit 4: Nazi Rule in Germany, 1934 – 1939 may appear in this specification in Persecution and Prejudice, Key Idea 2, (para 11.1)</p>
History C	Some content relating to Trade Unionism (1750 – 1900), Part I of the Subject Content may appear in this specification in People and Work, Key Idea 5 (para 14.1)
Sociology	<p>Some content relating to the family (para 10) also appears in this specification in Patterns of Family Life (para 10.1)</p> <p>Some content relating to technological and organisational change also appears in this specification in People and Work, Key Idea 3 (para 14.1)</p> <p>As a result of the inter disciplinary nature of Humanities subjects such as GCSE Biology, GCSE Environmental Science, GCSE Psychology and GCSE Social Science may cover some issues which are explored in this specification.</p>