



General Certificate of Secondary Education

Humanities 3071/1

Mark Scheme

2005 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

AQA GCSE Humanities

June 2005

MARK SCHEME

3071/1

1 INTRODUCTION

The AQA's revised Humanities specification has been designed to be objectives-led in that questions are set which address the Assessment Objectives in the specification. This mark scheme reflects those objectives.

Parts of this mark scheme adopt a "levels of response" approach, showing that candidates are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Humanities.

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that every examiner applies the mark scheme in the same way, as directed by the Principal Examiner.

2 MARKING PRINCIPLES

2.1 Positive marking

Mark positively at all times, giving credit for what candidates know, understand and can do.

Do not think in terms of a model answer to the question. Every answer should be marked on its merits.

If in doubt about the mark, a little generosity is the best policy.

2.2 Errors

Obviously, errors can be given no credit but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

As a general rule, give credit for what is relevant, accurate and valid.

2.3 Answers in note form

Answers in note form to any question should be credited in so far as the candidate's meaning is communicated. You must not try to read things into what has been written.

2.4 Diagrams, etc.

Credit should be given for information provided by the candidates in diagrams, tables, maps etc., provided that it has not already been credited in another form.

2.5 Answers which do not fit the marking scheme

Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. All valid responses must be given credit, even if they do not fit the mark scheme.

If in doubt, telephone your Senior Examiner for advice.

3 USING A LEVELS OF RESPONSE MARK SCHEME

3.1 The levels of response

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability.

In the mark scheme different types of answers are identified and are arranged in a series of levels, each of which is allocated a range of 2 marks.

3.2 Converting levels into marks

Having decided on the level, think initially in terms of awarding the **lower mark** of the two in that range.

Then decide whether to stay at or move up from this initial mark by taking into account the following considerations.

- How well are points developed?
- How much accurate knowledge/understanding is used?
- How well does the answer maintain relevance to the question set?
- Is there a logical argument?
- Is there evidence of individual thought?

Do not be afraid to award the higher mark for appropriate answers.

For awarding the higher mark in 8-mark questions involving AO2, there is a written communication requirement (see paragraph 3.4 on the next page).

3.3 The distinction between Levels 1-2 and Levels 3-4

Answers in Levels 1-2 are mainly descriptive or narrative.

Answers in Levels 3-4 are mainly analytical or evaluative.

3.4 Questions involving **both** extended writing (8-mark questions) and Assessment Objective 2

The following descriptors concerning the **Quality of Written Communication** must be applied to **all** questions in which candidates are required to produce extended writing (8-mark questions) **and** which relate to AO2, i.e. **Questions 1 (f) and 3 (d)**. (Note that some 8-mark questions do not relate to AO2.)

Use the marking scheme for the relevant sub-question, e.g. Question 2 (d), to decide the level, e.g. Level 3.

Then check the QWC descriptors for that level, e.g. Level 3.

If the answer meets the requirements of the QWC descriptor, award the higher mark, e.g. 6 marks.

If the answer does not meet the QWC requirements, award the lower mark, e.g. 5 marks.

Note that the QWC level descriptors are to be applied on a **best fit** basis, i.e. the answer does **not** have to show every requirement within a level.

| <u>Level descriptors for Quality of Written Communication</u> | | <u>Marks</u> |
|---|---|--------------|
| Level 1 | <ul style="list-style-type: none"> • Style of writing is simple for the subject matter. • Simple expression of ideas, description; uses few or no specialist terms. • Limited accuracy in the use of English. | 1-2 |
| Level 2 | <ul style="list-style-type: none"> • Style of writing is appropriate for the subject matter. • Good expression of ideas; uses some specialist terms appropriately. • Reasonable accuracy in the use of English. | 3-4 |
| Level 3 | <ul style="list-style-type: none"> • Style of writing is developed, but could be improved. • Reasonable clarity and fluency of expression of ideas; uses a range of specialist terms appropriately. • Considerable accuracy in the use of English. | 5-6 |
| Level 4 | <ul style="list-style-type: none"> • Style of writing is developed well. • Organises relevant information and ideas clearly and coherently; uses a wide range of specialist vocabulary appropriately. • Accurate in the use of English. | 7-8 |

1. (a) Which group in **Source A** is the largest? *(1 mark)*
- TARGET: Key Idea 3, Assessment Objective 2
- White 1
- _____
1. (b) Which **two** groups in **Source A** are the smallest? *(1 mark)*
- TARGET: Key Idea 3, Assessment Objective 2
- Chinese and Other (no ½ marks to be awarded). 1
- _____
1. (c) Using **Source B**, explain why immigration was important for Britain after 1945. *(2 marks)*
- TARGET: Key Ideas 3 and 2, Assessment Objective 2
- One mark for need for labour, workforce shortage, possibly with e.g. 1
- Second mark for substantiating reason, e.g. the effect of the Second World War – i.e. developing/explaining the reason. 1
- _____
1. (d) Using **Source B**, give **two** reasons why immigrants came to Britain after 1945. *(2 marks)*
- TARGET: Key Ideas 3 and 2, Assessment Objective 2
- 1 mark for each of two reasons, e.g. searching for/needing work/jobs, loyalty to the Empire, attracted by adverts, adventure, training. 1 x 2
- _____
1. (e) Using **Source C**, what evidence is there that the culture and beliefs of the Mattani family have been influenced by living in Britain? *(4 marks)*
- TARGET: Key Idea 3, Assessment Objective 2
- LEVEL1: Assertion from the source giving examples of Shefali’s British influences, e.g. music, language, youngster’s independence. 1 mark per example up to 2 marks. 1-2
- LEVEL2: Answers developing at least one of the factors or examples and explaining how they were significant. Candidates show an understanding of change, or that the children are different from their parents. Words like used to, learned to, started to, whereas could indicate understanding of change. 3 or 4 marks depending on strength of explanation. 3-4
- _____

1. (f) Using information from **Sources B, C, D and E**, explain the advantages of a multicultural Britain.

(8 marks)

Written communication alert: the quality of written communication will determine the mark within each level. See page 4. The descriptors below determine the level.

TARGET: Key Ideas 1, 2 and 3, Assessment Objective 2

- LEVEL 1: Uses the source/sources to make a **simple** statement about multicultural advantage, e.g. Source B shows Afro-Caribbeans came to the UK.
A simple assertion e.g. you can learn about different cultures. 1-2
- LEVEL 2: Uses the sources to **describe** area(s) of advantage, drawing on 2 sources and showing **reasonable** understanding of the issue/s. 3-4
- LEVEL 3: Uses the sources in a **good** explanation of the advantages of multiculturalism, showing an awareness of the issues involved. 5-6
- LEVEL 4: Shows a **thorough** understanding and a valid explanation. At this level the candidate will be demonstrating the advantages of multiculturalism and has an overview of the issues involved. 7-8
- NOTE: A candidate **not** using the Sources at all would score a maximum of 2 marks (top of Level 1).

NOTE: Allow advantages to migrants as well as to Britain.

The advantages include:

| | |
|---------------|-----------------------|
| acceptance | learning about others |
| adaptation | wealth creation |
| opportunities | choice |
| tolerance | equality |
| sharing | co-operation |

1. (g) From your own studies, explain how we are influenced by any **two** of the following: (8 marks)
- community
 - family
 - peer group
 - education
 - work
 - media
 - religion

TARGET: Key Idea 1, Assessment Objective 1

Mark each of the two agents of socialisation separately, out of 4 marks. 2 x 4 marks

| | | |
|----------|--|-----|
| LEVEL 1: | Uses own knowledge to make a simple assertion about the agent of socialisation, e.g. we are influenced by our family in what we are/become and how we behave. | 1 |
| LEVEL 2: | Uses own knowledge to describe the influence of the agent of socialisation, or to describe a relevant example. | 2-3 |
| LEVEL 3: | Uses own knowledge to describe the influence of the agent of socialisation, with a relevant example. | 4 |

| | |
|---------------|-----------------|
| TOTAL: | 26 marks |
|---------------|-----------------|

2. (a) From your own studies, describe **two** causes of conflict at an *individual* level. (4 marks)

TARGET: Key Idea 1, Assessment Objective 1

In each of the two causes:

1 mark for a simple statement, e.g. neighbourhood disputes, bullying.

A further mark for developing the description, e.g. neighbours may have disputes over boundaries.

2 x 2

2. (b) From your own studies, describe **two** effects of conflict at an *individual* level. (4 marks)

TARGET: Key Idea 1, Assessment Objective 1

In each of the two effects:

1 mark for a simple statement, e.g. neighbours fall out, bad quality of life, or any social, physical, economic effect.

A further mark for developing the description, e.g. neighbours fall out and this **causes** bad feelings/violence.

2x 2

2. (c) **Source F** provides some information about international conflict. (8 marks)

Explain the different causes of a national or international conflict you have studied.

You could include:

- political, social and economic causes;
- long-term and short-term causes.

TARGET: Key Idea 3, Assessment Objective 1

NOTE: If the response just quotes information from Source F, award 1 mark only. If the response just works within the Source, Source F, it will be confined to Level 2.

LEVEL 1: Uses own knowledge to make a **simple** statement/s about the causes of a named conflict. Will probably just look at one area, e.g. historical causes. 1-2

LEVEL 2: Uses own knowledge to **describe** a conflict's causes and may begin to describe at a **reasonable** level the historical and political roots of conflict. 3-4

LEVEL 3: Uses own knowledge to **explain** the causes of a conflict at a **good** level of understanding. At this level there is an explicit awareness of the specific nature of **at least one** cause. 5-6

LEVEL 4: A **thorough** understanding of the causes of conflict. At this level there will be an awareness of the importance of factors in causing conflict. 7-8

2. (d) From your own studies, explain how conflicts can be resolved.

You could include:

- pacifism and non-violence;
- negotiation and arbitration;
- force and sanctions.

(8 marks)

TARGET: Key Idea 4, Assessment Objective 1

| | | |
|----------|--|-----|
| LEVEL 1: | Uses own knowledge to make simple statement/s about conflict resolution, e.g. the UN has been involved in stopping conflict. | 1-2 |
| LEVEL 2: | Uses own knowledge to describe one or more conflict resolutions at a reasonable level of understanding and may begin to describe specific example/s. Descriptions would elaborate the bullet points. | 3-4 |
| LEVEL 3: | Uses own knowledge to explain the resolution of conflicts at a good level of understanding, including the method/s used and their effects or how they can resolve conflict. | 5-6 |
| LEVEL 4: | Provides a thorough understanding of conflict resolution, including an awareness of the role of the respective players and their actions and the outcomes of these actions and possible constraints. | 7-8 |

NOTE: At Levels 3 and 4 the narrative is rooted in realistic example.

TOTAL: 24 marks

3. (a) Name **two** renewable resources. (2 marks)

TARGET: Key Idea 2, Assessment Objective 1

Allow renewable sources of energy and recyclable resources.

e.g. Two from wind, sun, solar, tide, water, plastic, glass - 1 mark each. 1 x 2

3. (b) Name **two** non-renewable resources. (2 marks)

TARGET: Key Idea 2, Assessment Objective 1

Allow non-renewable sources of energy and non-recyclable resources.

e.g. Two from coal, oil and gas – 1 mark each. Fossil fuels on its own – 1 mark. 1 x 2

3. (c) From you own studies, explain how natural resources can be conserved. (4 marks)

TARGET: Key Idea 2, Assessment Objective 1

LEVEL 1: Statements which **describe** the conservation of natural resources in a simple

(1 mark) or reasonable (2 marks) fashion, e.g. use renewable resources or use recycling + e.g. = 2 marks. 1-2

LEVEL 2: Statements will **explain** the role of conservation in a good (3 marks) or thorough (4 marks) fashion. For 4 marks the explanation will be linked to the idea of sustainability, e.g. use renewable resources which enable the planet's resources to be used in a sustainable way; recycling reduces waste and conserves resources. 3-4

3. (d) Using **Sources G and H**, explain how tourism can affect the environment. (8 marks)

TARGET: Key Idea 2, Assessment Objective 2

Written communication alert: the quality of written communication will determine the mark within each level. See page 4. The descriptors below determine the level.

LEVEL 1: Uses the source/s to develop **simple** statement/s about the effects of tourism on the environment, probably broad and generalised, e.g. tourism will damage the environment. 1-2

LEVEL 2: Uses the source/s to **describe** the effects of tourism on the environment at a **reasonable** level, provides an example, e.g. litter, sea pollution. 3-4

LEVEL 3: Uses the sources to **explain** the effects of tourism on the environment at a **good** level. Understands the concept of tourism and environmental damage and its application, e.g. because this affects the eco-system. 5-6

LEVEL 4: Uses the sources to develop a **thorough** explanation of the effects of tourism on the environment. Sees the complexity of tourism and its likely/unlikely development and extent, or has the ability to qualify and show the positive/negative effects. 7-8

3. (e) From your own studies, explain why pollution is a global issue. (8 marks)

TARGET: Key Idea 3, Assessment Objective 1

LEVEL 1: Uses own knowledge to make **simple** statement/s about pollution, e.g. pollution affects everybody. 1-2

LEVEL 2: Uses own knowledge to **describe** pollution but probably does not develop any of the points. 3-4

LEVEL 3: Demonstrates a **good** understanding and **explanation** of why pollution is a global issue, dealing with at least 2 points in a realistic and relevant fashion, e.g. acid rain, global warming, toxic waste, CFC's, rainforest destruction, nuclear waste, developed to explain their significance.. 5-6

LEVEL 4: Shows a **thorough** grasp of why pollution is a global issue indicating an awareness of the complexity of pollution in a realistic and relevant fashion, e.g. global effect, range of examples, rich countries causing all suffering. 7-8

TOTAL: 24 marks
