



General Certificate of Secondary Education

Humanities 3071/2

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.

June 2005

MARK SCHEME

3071/2

1 INTRODUCTION

The AQA 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 REPOSE 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 **Part (d)** questions: 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.

- | |
|--|
| <ul style="list-style-type: none">• 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.

3.3 **Part (e) questions: converting levels into marks**

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. **part (e)** of every question.

Use the marking scheme for the relevant sub-question, e.g. Question 1 (e), 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 (QWC)</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) Give the meaning of the term **marriage**. (1 mark)

TARGET: Key Idea 3, Assessment Objective 1a

Recall: conveys idea of a legally or spiritually binding commitment of two people to live together “as husband and wife” or as partners in a defined and “permanent” relationship e.g. “..share vows and promise to be faithful...” “..when a male and female become one family”, “become one”.

1

1. (b) Explain the meaning of the term **gender roles** in the home. (3 marks)

TARGET: Key Idea 3, Assessment Objective 1

Gives a gender stereotypical example. 1

Describes typical gender roles of men and women. “The man is the main breadwinner. A woman does domestic chores such as cleaning.” 2

Explains that gender roles are roles that men and women are expected to perform according to norms of culture. May add examples. May be expressed as “It is said that husbands should...” 3

1. (c) Explain **two** ways the media can influence our views of an “ideal family”. (4 marks)

TARGET: Key Idea 4, Assessment Objective 1

Mark each of the two ways out of 2 marks. (2 x 2 marks)

No more than 1 mark for relevant examples listed e.g. through soaps, adverts, lifestyle magazines....

Up to 2 marks for one example supported by explanation of how the media influences our views of the ideal family e.g. by constantly repeating these images on the TV, **OR** by encouraging us to be like what we see in popular programmes, magazines, or newspapers.

1. (d) Using examples and information from your studies, explain why there are different attitudes towards marriage and divorce in the UK. (8 marks)

TARGET: Key Ideas 2 and 3, Assessment Objective 1

LEVEL 1: Some recall of relevant knowledge *about* differences. 1-2

LEVEL 2: A generalised assertion e.g. “different cultures have different views” plus recalls and shows some understanding of a reason e.g. “because different cultures have different traditions” May list differences but without explanations up to (3) with example/information from own studies (4). 3-4

LEVEL 3: Shows knowledge of more than one difference and reasons for them, including different cultural traditions and influences e.g. elders, peers, media/celebrity, increasingly multicultural, freedom to make choices, role expectations, liberal laws, education, immigration, decline in overall influence of religion, more rights for women, more career opportunities, more independence, changing money pressures, differences in attitudes of parents etc. Deploys information/examples from own studies to develop answer to question. Reasons are linked to differences. Uses terminology from subject content. “...old traditions such as arranged marriages are declining so there is more choice. With more education and laws that make divorce easier more people are either postponing getting married or are less prepared to put up with a bad time if it goes wrong....” 5-6

LEVEL 4: Shows understanding of a *range* of reasons from L3. Deploys information/examples from own studies to develop answer. Accurate use of terminology from subject content. Answer builds towards a reasoned conclusion showing an understanding of the range and complexity of causes. 7-8

1. (e) Using **Sources A and B**, explain how different types of households in the UK may influence a child’s chances in life.

(8 marks)

TARGET: Key Ideas 1, 2 and 3, Assessment Objective 2d. (Use of own knowledge to develop arguments is to be credited.)

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

Source A shows unemployment rate of lone parents between 50 and 60 per cent.

Source B shows 3 types of households with captions.

- LEVEL 1: Descriptive response with simple reference to a source:
e.g. lots of lone parents live on income support. 1-2
- LEVEL 2: Two household types are referred to, supported by some evidence from a source. Consequences are asserted.
e.g. “Different types.....because of the amount of money your household gets. If you are a single parent family you won’t get as much money as two parents. You might live in a rough area and be bullied... If you grow up in an extended family it is probably better...” 3-4
- LEVEL 3: Response focuses on the question.
Answer gives reasons for possible differences in development due to specified feature of household. This is supported by information drawn from both sources.
Interpretation and explanation to include some of the following concepts/terms: *different* experiences of childhood and relationships with parents. Possible negative influence of low income connected with lone parent families on experiences and opportunities. Possible positive influence on confidence, ability to make relationships, of extended family. Centre of attention if single child in nuclear family...pressure? Foster child may have uncertain relationship with foster family and so...
Evidence of candidates applying own understanding of the debate over types of households and life chances to interpret the sources. 5-6
- LEVEL 4: Clear focus on question, logically and critically drawing on both sources and using relevant concepts. E.g. considers the importance of love over material provisions. Explanation includes both change and difference. 7-8

TOTAL: 24 marks

2. (a) Give the meaning of the term **genocide**. (1 mark)
- TARGET: Key Idea 3, Assessment Objective 1a
- Recalls definition. *Conveys idea* that genocide involves the (attempted) destruction of a cultural group. “Murder” is not enough. 1
-
2. (b) Explain the meaning of the term **persecution**. (3 marks)
- TARGET: Key Idea 2, Assessment Objective 1
- A simple explanation: e.g. “picking on someone”. 1
- Idea that persecution is a process. E.g “bullying, discrimination”. 2
- Clear, detailed explanation of systematic nature of persecution: includes bullying of individual or groups, discrimination, ostracism, violent attacks, ethnic cleansing... 3
-
2. (c) Explain **two** forms of discrimination. (4 marks)
- TARGET: Key Idea 3, Assessment Objective 1
- Mark each of the **two** forms of discrimination out of 2 marks. (2 x 2 marks)
- 1 mark maximum for naming or implying forms of discrimination, eg racism, sexism, “Not letting a black person into a pub”, “Not giving a white woman a job”.
- Up to 2 marks for a form of discrimination explained
e.g . “Not letting a black person into a pub because they say it is for whites only..”
“Discrimination can occur at work when you are not promoted because your employer is biased against you because you are black”
“Form” can be interpreted for example, either as racism or genocide OR as discrimination at school, in an interview, housing etc.
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2. (d) Using examples and information from your studies, explain the causes of prejudice and discrimination in the UK. (8 marks)
- TARGET: Key Ideas 1 and 2, Assessment Objective 1
- LEVEL 1: Some recall of relevant knowledge e.g. “because some people think they are better than others”. 1-2
- LEVEL 2: EITHER Suggests more than one cause at a simple level.
OR one cause is considered in some detail.
Recalls relevant information from own studies to illustrate answer.
e.g. “...because they have been brought up that way by their parents and so they do it” (3) 3-4
- LEVEL 3: Shows understanding of relevant concepts in key idea and applies them e.g. socialisation (influence of socialisers), political ideology, ignorance, fear.
Answer seeks to show *how* a concept mentioned can lead to prejudice/discrimination.
Deploys information/examples from own studies to develop answer to question, e.g. a lot of people are prejudiced towards asylum seekers in Britain because...
Any relevant examples are valid.
Uses terminology from subject content. 5-6
- LEVEL 4: Shows understanding of a *range* of relevant concepts.
Distinguishes between prejudice and discrimination.
Detailed use of information/examples from own studies to develop answer.
Accurate use of terminology from subject content.
Answer builds towards a reasoned conclusion.
Focuses on linking concepts in question to discrimination and persecution. 7-8
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2. (e) Using **Sources C and D**, explain how racism can be tackled in different ways. (8 marks)

TARGET: Key Ideas 4, Assessment Objective 2d. (Use of own knowledge to develop arguments is to be credited.)

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

Source C is about Race Relations Act which makes *discrimination* illegal. CRE monitors enforcement.

Source D is about an anti-racist campaign focusing on football.

LEVEL 1: Descriptive response with simple reference to a source:
e.g. "... People copy their favourite football team" 1-2

LEVEL 2: A point of view is expressed supported by some evidence from a source and using relevant concepts
e.g. "The race relations act has made discrimination unlawful and most people respect that so they won't discriminate" 3-4

LEVEL 3: Response focuses on the question.
Presents argument supported by information drawn from both sources and using relevant concepts.
SRRC addresses underlying prejudices. It is a popular campaign, aimed at involving the young, perhaps limited in scope. Role models. RRA addresses discrimination: Law prevents discrimination (the painful result of prejudice). Does not stop prejudice in short term. Set norms for future. Enforceable.
Evidence of candidates applying own understanding of the causes of prejudice and discrimination to interpret the sources. 5-6

LEVEL 4: Clear focus on question. The explanation is comprehensive, logical and detailed, covering a range of approaches and how they work. It draws on both sources and uses relevant concepts. 7-8

TOTAL: 24 marks

3. (a) Give the meaning of the term **vote**. (1 mark)

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

Recall: *conveys idea* that a vote involves showing your decision or choice (e.g. for or against) by either raising a hand or marking a piece of paper.

1

3. (b) Explain the meaning of the term **democracy**. (3 marks)

TARGET: Key Ideas 1 and 3, Assessment Objective 1

A simple explanation of one aspect of democracy e.g. “freedom of choice”. “Each citizen has some power.” “Right to vote.”

1

Any two aspects of democracy **OR** any one plus development.

2

Any two aspects of democracy **plus** development of one.

3

NOTE: Development may cover freedom of expression, share in decision-making, rule by majority.

3. (c) Explain **two** differences between democracy and dictatorship. (4 marks)

TARGET: Key Idea 3, Assessment Objective 1

Mark each of the two differences out of 2 marks.

(2 x 2 marks)

For 1 mark, any valid but simple contrast e.g. “In a democracy you are free but in a dictatorship you aren’t.”

For 2 marks, explanation more developed, e.g. “In a democracy you can express your own opinion *but in* a dictatorship you cannot because you could get punished for speaking out against the government.”

3. (d)	Using examples and information from your studies, explain how pressure groups can be good for democracy.	(8 marks)
	TARGET: Key Idea 3, Assessment Objective 1	
	LEVEL 1: Some recall of relevant knowledge. e.g. “They tell the government what you want”. “They speak for you”.	1-2
	LEVEL 2: Recalls and shows some understanding of a relevant concept in the key ideas such as: democracy, freedom to organise, interest group. Recalls limited information from own studies. e.g. “Countryside Alliance is a pressure group which...helps people get what they want.”	3-4
	LEVEL 3: Shows understanding of relevant concepts in key ideas. PGs are good for democracy because: e.g, freedom of choice, right to organise, chance to influence government decisions, methods, effectiveness, improve understanding of information / arguments, role of media Deploys information / examples from own studies to develop answer to question, e.g. any relevant pressure groups aims and methods drawn on. Uses terminology from subject content. “As more and more people joined the pro hunt and anti hunt pressure groups this gave the government a good idea of what people wanted so they could respond and make the law based on what people want...so pressure groups can help people in a democratic society achieve what they want even if they are not in the government.”	5-6
	LEVEL 4: Shows understanding of a <i>range</i> of relevant concepts from L3. Detailed use of information/examples from own studies to develop answer. Accurate use of terminology from subject content. Answer builds towards a reasoned conclusion.	7-8

3. (e) Using **Sources E and F**, explain the advantages and disadvantages of school councils. (8 marks)

TARGET: Key Ideas 1, 2, 3 and 4, Assessment Objective 2d. (Use of own knowledge to develop arguments is to be credited.)

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

Source E: BBC website. Examples of what school councils have done.

Source F: letter from parent complaining that school council is a waste of time.

- LEVEL 1:** Descriptive response, implied relevance, with simple reference to a source: e.g. “school councils say what students want.” 1-2
- LEVEL 2:** A point of view is expressed supported by some evidence from a source
e.g. “An advantage of more democracy at school is that students can get things done, like redesign lunch menu” 3-4
- LEVEL 3:** Response focuses on the question.
Presents argument supported by information drawn from both sources and using relevant concepts. As for level 2, quotes examples from sources but also explains why this is an advantage / disadvantage in the context of a “democracy in school” debate.
FOR: more say, more sense of ownership, better relationships, greater sense of fairness, better preparation as citizen.
AGAINST: time, cost, control/power, other commitments, priorities.
e.g. “...have been able to change the school uniform. Students will now feel more comfortable and so this will no longer be an issue causing conflict...”
Evidence of candidates applying own understanding of the extending democracy issue to interpret the sources. 5-6
- LEVEL 4:** Clear focus on question. Explanation is logical and detailed covering a range of advantages and disadvantages. It draws on both sources and uses relevant concepts. 7-8

TOTAL: 24 marks

4. (a) Give the meaning of the term **development indicator**. (1 mark)
- TARGET: Key Idea 1, Assessment Objective 1a
- Recall: conveys the idea that it is a measure of a country's development. An accurate example is acceptable, e.g. GNP per person, life expectancy, etc. 1
-
4. (b) Explain the meaning of the term **global interdependence**. (3 marks)
- TARGET: Key Idea 4, Assessment Objective 1
- Basic explanation implies that countries trade with each other. 1
- Idea that countries *depend* on each other.... 2
- “where all the countries in the world buy from each other...”
- For 3 marks, clear explanation conveys idea that countries are interlinked in various ways e.g. as for 2 marks + migration for skills, one country has natural resources another needs, people could not survive without each other...(just one of these) 3
-
4. (c) Explain **two** ways More Economically Developed Countries (MEDCs) provide aid to Less Economically Developed Countries (LEDCs). (4 marks)
- TARGET: Key Idea 4, Assessment Objective 1
- Mark each of the two ways of providing aid out of 2 marks. (2 x 2 marks)
- Maximum of 1 mark for basic statements about aid: e.g. food, blankets, medicine, bilateral.
- Up to 2 marks for a way of organising aid explained: government, voluntary, bi-lateral, multilateral, tied. May be implied through examples.
-

4. (d) Using examples and information from your studies, explain how the development of LEDCs is affected by their debt to banks in MEDCs. (8 marks)
- TARGET: Key Idea 2, Assessment Objective 1
- LEVEL 1: Some recall of relevant knowledge.
e.g. “LEDCs owe lots of money”. 1-2
- LEVEL 2: Recalls and shows some understanding of a relevant concept in the key idea e.g. “LEDC debt adds to their problems developing”
Recalls relevant information from own studies. e.g. like Tanzania.... 3-4
- LEVEL 3: Shows understanding of relevant concepts in key ideas.
e.g. Debt is one of the causes and consequences of global inequality. Impact on poverty cycle in LEDCs. Millstone round neck, limits government’s ability to invest. Mounting interest payments greater than original loan. Debt a consequence of unfair trade and makes trade even more difficult because governments lack funds for education, training and infrastructure.
Deploys information/examples from own studies to develop answer to question.
e.g. case study of debt of an LEDC and its negative effect on development
Uses terminology from subject content. 5-6
- LEVEL 4: Shows understanding of a *range* of relevant concepts identified in L3.
Detailed use of information/examples from own studies to develop answer.
Accurate use of terminology from subject content.
Answer builds towards a reasoned conclusion showing how debt is linked into a vicious circle. 7-8
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4. (e) Using **Sources G and H**, explain why the terms of trade between LEDCs and MEDCs are said to be unfair. (8 marks)

TARGET: Key Ideas 2, 3 and 4, Assessment Objective 2d. (Use of own knowledge to develop arguments is to be credited.)

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

Source G: Oxfam shows that income from coffee trade is not fairly distributed.

Source H: Describes two examples of experiences of life of workers in LEDCs due to terms of trade.

- LEVEL 1: Descriptive response, implied relevance with simple reference to a source
e.g. “MEDCs get unfair profits from trade.” 1-2
- LEVEL 2: An explanation supported by some evidence from a source
e.g. “MEDC companies get unfair profits from the coffee trade for example.....”.. 3-4
- LEVEL 3: Response focuses on the question.
Presents an explanation supported by information drawn from both sources and using relevant concepts. Examples of unfair trade cover: unfair distribution of profits, unfair levying of subsidies, low pay in LEDCs working for Multinationals.
Evidence of candidates applying own understanding of the unfair trade issue to interpret the sources. 5-6
- LEVEL 4: Clear focus on question. Explanation is logical and detailed covering a range of issues. It draws on both sources and uses relevant concepts. 7-8

TOTAL: 24 marks

5. (a) Give the meaning of the term **automation**. (1 mark)

TARGET: Key Idea 3, Assessment Objective 1a

Recall: *Conveys idea* of using machines to do repetitive jobs in factories, offices and homes (not necessarily using a computer). e.g. “machine does something automatically instead of manually”

1

5. (b) Explain the meaning of the term **division of labour** in the work place. (3 marks)

TARGET: Key Idea 3, Assessment Objective 1

A simple explanation e.g people do different jobs, people specialise.
An example may be given to imply correct meaning.

1

Explanation conveys idea that people specialise in different jobs, so things are done better.

2

Explanation conveys the idea that, by dividing responsibilities up, jobs can be performed more quickly. Usually associated with greater efficiency.

3

NOTE: An example can be used to support explanation.

5. (c) Explain **one** argument for **and one** argument against joining a trade union. (4 marks)

TARGET: Key Idea 4, Assessment Objective 1

Mark each of the two arguments out of 2 marks (one argument for and one against)

(2 x 2 marks)

Maximum of 1 mark for listing arguments, e.g. raise wages, protection, restrictive without attributing advantage / disadvantage.

Up to 2 marks for explaining an argument, e.g. “An argument for is that TUs protect workers’ wages by.... An argument against is that they slow up decision-making by....”

5. (d) Using examples and information from your studies, explain why people have different attitudes to the introduction of new technology at work. (8 marks)
- TARGET: Key Idea 1, 2 and 3, Assessment Objective 1
- LEVEL 1: Some recall of relevant knowledge.
e.g. “Some people might be out of work due to new technology at work”.
- LEVEL 2: Recalls and shows some understanding of a relevant concept in the key ideas such as redundancy.
Recalls relevant information from own studies.
e.g. “Some people might be out of work because the machine can do the job instead of people. (3)
- LEVEL 3: Shows understanding of relevant concepts in key ideas,
e.g different impact on job satisfaction, productivity, flexible working, retraining, skill level reduction, redundancy, location of work, new jobs...
Deploys information / examples from own studies to develop answer to question, e.g. “Some people in the UK might be out of work because computers now allow call centres to operate anywhere in the world so the lowest wage places will win out. For example call centres moving are moving to India. So some people in UK are against new technology, whereas the people making computers will be in favour.”
(6)
Uses terminology from subject content to show understanding
- LEVEL 4: Shows understanding of a *range* of relevant concepts.
Detailed use of information/examples from own studies to develop answer.
Accurate use of terminology from subject content.
Answer builds towards a reasoned conclusion

5. (e) Using **Sources I and J**, explain why people have different attitudes to work. (8 marks)

TARGET: Key Ideas 1, 3 and 4, Assessment Objective 2d. (Use of own knowledge to develop arguments is to be credited.)

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

Source I lists aspects of job that can affect job satisfaction and thus attitude to job.

Source J: two different sources of job satisfaction described by a nurse and a legal firm executive.

- LEVEL 1:** Descriptive response, implied relevance, with simple reference to a source:
e.g. “people want to enjoy their work” 1-2
- LEVEL 2:** A point of view is expressed supported by some evidence from a source e.g. “Different things affect job satisfaction, as shown in the sources. For example....” 3-4
- LEVEL 3:** Response focuses on the question.
Presents reasons supported by information drawn from both sources and using relevant concepts.
Employees: needs and wants such as: sense of worth, sense of achievement, purpose, (Source J) get through the day, fun and avoid alienation, good career opportunities.
Employers face other pressures: such as profits, productivity, costs (suggested in Sources I and J).
Evidence of candidates applying own understanding of the debate over job satisfaction to interpret the sources. 5-6
- LEVEL 4:** Clear focus on question. Explanation is logical and detailed covering a range of reasons for different attitudes. It draws widely on both sources and uses relevant concepts. 7-8

TOTAL: 24 marks
