



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

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GCSE

Humanities

3071

Paper 1

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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.

Subject content

- 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?

Quality of Written Communication

- Has the candidate used a form and style of writing appropriate to purpose and complex subject matter?
- Has the candidate organised relevant information clearly and consistently, using specialist vocabulary when appropriate?
- Has the candidate used spelling, punctuation and grammar accurately, so that meaning is clear?

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 3.3 on the next page).

3.3 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. **Q 1(d) and 3 (d)**.

(Note that some 8-mark questions do not relate to AO2.)

To attain the higher mark in a level for such a question, the appropriate Quality of Written Communication descriptor **must** be achieved.

If, in a response, the criteria in the mark scheme for a particular level have been met but the criteria for the same level of written communication have not been met, then the lower mark in the level **must** be awarded.

For example, 5 marks will be awarded at Level 3 where the candidate has only achieved Level 1 in written communication.

<u>Level descriptors for Quality of Written Communication</u>	
Level 1	<ul style="list-style-type: none"> • Style of writing is simple for the subject matter. • Expression of simple ideas, description etc.; uses a limited range of specialist terms. • Limited accuracy in the use of English.
Level 2	<ul style="list-style-type: none"> • Style of writing is appropriate for the subject matter. • Good expression of ideas with a reasonable description/explanation; uses a range of specialist terms appropriately. • Reasonable accuracy in the use of English.
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, detailed description/explanation; uses a good range of specialist terms, when appropriate. • Considerable accuracy in the use of English.
Level 4	<ul style="list-style-type: none"> • Style of writing is developed well. • Organises relevant information and ideas clearly and coherently, a very good convincing explanation; uses a wide range of specialist vocabulary, when appropriate. • Accurate in the use of English.

1. (a) Using **Source A**, describe **one** way in which the rainforest environment has influenced the Kayapo way of life. (2 marks)

TARGET: Key Idea 1, Assessment Objective 2

Gives a **brief** description or simply quotes source.

e.g. The Kayapo hunt animals. 1

Detailed description of one influence of the environment drawn from source.

e.g. The Kayapo develop hunting skills to use the rainforest's abundant resources. 2
Poisonous plants to hunt animals to survive.

1. (b) From **Source B**, name **two** beliefs that the Kayapo have. Explain why these beliefs are important to the Kayapo. (4 marks)

TARGET: Key Idea 1, Assessment Objective 2

1 mark for each belief given. 1 more mark if the importance of each belief is explained accurately.

e.g. Animism (1 mark) important to their use of the rainforest (further mark) 2+2

1. (c)(i) Using **Source C**, give **two** ways in which the rainforest environment is being changed. (2 marks)

TARGET: Key Idea 3, Assessment Objective 2

1 mark each for: roads, logging, mining, ranching, h.e.p. (max 2) 2

1. (c)(ii) Using **Source C**, briefly explain how these changes have affected the Kayapo way of life. (2 marks)

TARGET: Key Idea 3, Assessment Objective 1

Reward knowledge and understanding here. 1 mark for **basic** assertion, copied from the source. 1

Answer is more **explanatory** displaying implicit application.

e.g. With a threat from Source C the Kayapo are being forced to alter their traditional way of life.

e.g. The Kayapo have less area of rainforest because of ranching. 2

1. (d) **Source D** shows different Kayapo responses to change. Using information from **Sources A, B, C and D**, explain how the Kayapo way of life might change in the future. (8 marks)

TARGET: Key Ideas 2, 3 and 4, Assessment Objective 2

Written communication alert: the quality of written communication will determine the mark within each level. See page 3. The descriptors below determine the level.

A good answer will have a clear structure that focuses on the question by applying understanding of relevant concepts gained from the course and using evidence from the sources to back up arguments.

LEVEL 1:	Some basic use of a Source. e.g. Source A shows the old way of Kayapo life.	1-2
LEVEL 2:	Shows reasonable use of Sources. e.g. Answer refers to sources which show that the Kayapo way of life will change because of advancing ranching, likely to be more descriptive than explanatory.	3-4
LEVEL 3:	Shows good use of Sources (at least 3) to argue that changes are inevitable but not all of the changes will always have to be negative with a wider range of explanation.	5-6
LEVEL 4:	Shows thorough understanding of the thrust of all four Sources and the tension between tradition and change.	7-8

1. (e) An issue is a subject about which people hold different views. Choose a moral or social issue you have studied. Write a short essay explaining the different views on this issue. In your answer you should:

- name the issue;
 - explain what the issue is;
 - describe the different views;
 - explain why people hold these views.
- (8 marks)

TARGET: Key Idea 4, Assessment Objective 1

LEVEL 1:	Some basic recall with simple description/explanation.	1-2
LEVEL 2:	Some recall and understanding. The issue is identified and views are described reasonably . Makes use of appropriate concepts in a limited way, such as moral, e.g. euthanasia. Probably mainly description.	3-4
LEVEL 3:	Recalls a range of relevant knowledge mostly accurately with different views on the issue described. Uses appropriate concepts to explain why the views are held. Good understanding of all four bullet points.	5-6
LEVEL 4:	Recalls a comprehensive range of relevant knowledge accurately relating to the issue. Different views on the issue are described in some detail. Uses appropriate concepts accurately to explain links between beliefs and views. Thoroughly developed answer dealing with all 4 bullet points and explaining why the moral/social aspect influences all 4. e.g. sanctity of life/rights and responsibilities values.	7-8

TOTAL: 26 marks

2. (a) From your studies, describe **two** basic rights and freedoms people should have. (4 marks)

TARGET: Key Idea 1, Assessment Objective 1

1 mark each for a right identified up to 2.

e.g. The right to education, freedom of speech etc. 2

2 marks for brief accurate description.

e.g. As above but adding an explanation of the importance of the right or a context where it is not applied. 2

2. (b) From your studies, describe **two** ways in which individuals or groups may resolve conflict. (4 marks)

TARGET: Key Idea 4, Assessment Objective 1

1 mark each for a way of resolving a conflict correctly identified up to 2.

2 marks for identification and 2 marks for further description. 2+2

2. (c) **Source E** provides some information about national or international conflict. Name a national or international conflict you have studied and explain its causes. (8 marks)

TARGET: Key Idea 3, Assessment Objective 1

LEVEL 1: e.g. Some implicit application of knowledge – a **basic** understanding of the cause of the conflict. 1-2

LEVEL 2: e.g. Shows implicit application of relevant knowledge – reasonable understanding of the causes of the conflict. 3-4

LEVEL 3: Shows knowledge of relevant concepts to explain how the conflict was caused. Good understanding shown. 5-6

LEVEL 4: Application of knowledge of relevant concepts. The answer shows a thorough understanding of the motives and attitudes of participants. 7-8

2. (d) **Source E** provides some information about national or international conflict.
 Explain the outcomes and effects of a national or international conflict you have studied.
 You may use the same conflict you have used for Question 2 (c) **OR** a different one. Start your answer by naming the conflict.

(8 marks)

TARGET: Key Idea 3, Assessment Objective 1

LEVEL 1: A **basic** understanding of outcome/effects. 1-2

LEVEL 2: A **reasonable** understanding of outcome/effects. 3-4

LEVEL 3: A **good** understanding of outcome/effects. 5-6

LEVEL 4: A **thorough** understanding of outcome/effects. 7-8

TOTAL: 24 marks

3. (a) Name **two** causes of pollution. (2 marks)

TARGET: Key Ideas 1 and 2, Assessment Objective 1

1 mark per cause.

e.g. Car exhausts, power station emissions.

(Maximum of 2 marks)

The cause will not be rewarded if a single word e.g. cars, factories, CO₂.

2

3. (b) Name **two** effects of pollution. (2 marks)

TARGET: Key Ideas 1 and 2, Assessment Objective 1

1 mark per effect.

e.g. Global warming, greenhouse effect, acid rain.

(Maximum of 2 marks)

2

3. (c) Explain briefly how pollution levels can be reduced. (4 marks)

TARGET: Key Idea 2, Assessment Objective 1

LEVEL 1: Basic assertion/s. 1 mark for one assertion. 2 marks for two assertions. 1-2

LEVEL 2: Good (3 marks) or thorough (4 marks) explanation.
Two good explanations that link cause with effect can also achieve 4 marks. 3-4

3. (d) Using **Sources F**, explain why it is difficult to conserve the environment in National Parks. (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 3. The descriptors below determine the level.

LEVEL 1: Uses Source F to make basic comments about tourists being the problem, e.g. there are too many tourists; or simply asserts a problem, e.g. tourists drop litter. 1-2

LEVEL 2: Describes problem/s caused by tourist numbers or behaviour. 3-4

LEVEL 3: Explains why the effect of tourist behaviour/numbers on the environment is difficult to manage. 5-6

LEVEL 4: Comprehensive explanation of the difficulties in conserving due to the effects of tourist numbers and behaviour on the environment. The different interests of farmers, shop keepers, hoteliers are also considered (not necessarily all). 7-8

3. (e) From your studies, explain the methods used by a group or organisation to influence attitudes on an environmental issue. (8 marks)

TARGET: Key Ideas 3 and 4, Assessment Objective 1

LEVEL 1: A **basic** understanding of methods used.
e.g. Demonstrations, petitions. 1-2

LEVEL 2: Makes a descriptive response which focuses on the question. A **reasonable** understanding of methods used and of why they are so used/how they are effective. 3-4

LEVEL 3: Response gives a systematic explanation of ways groups operate and why. A **good** understanding of operation **and** an awareness of how attitudes will realistically be influenced by groups/organisations. 5-6

LEVEL 4: Uses a wider range of examples or effects as given in Level 3 above and a **thorough** understanding. The answer will generalise from the specific case study used and show **thorough** awareness of group/organisational methods. 7-8

TOTAL:	24 marks
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