



General Certificate of Secondary Education

Humanities 3071

Paper 1 3071/1

Mark Scheme

2006 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 2006

MARK SCHEME

3071/1

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 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 2 (c) and 3 (e). (Note that some 8-mark questions do not relate to AO2.)

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

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

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

If the answer does not meet the QWC requirements, award the lower mark, eg 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

FOR CANDIDATES WITHOUT SOURCES BOOKLET

1. (a) From your own studies, give **two** examples of beliefs. *(2 marks)*
- TARGET: Key Idea 1, Assessment Objective 1
- 1 mark for each example of beliefs – may include religious/non-religious beliefs, Churches, types of religion, etc.
(Maximum of 2 marks) 1+1
-
1. (b) From your own studies, explain the term ‘tradition’. *(2 marks)*
- TARGET: Key Idea 1, Assessment Objective 1
- 1 mark for a very brief explanation such as “something that has always taken place”.
Second mark for fuller explanation **or** for an example of tradition. 2
1. (c) From your own studies, describe a peer group and its importance. *(2 marks)*
- TARGET: Key Idea 2, Assessment Objective 1
- 1 mark for a statement showing what a peer group is, eg a group of people of similar age who go around together.
- Second mark for showing the importance of a peer group as an agent of socialisation, eg as above who influence each other, or the importance to the individual, or provide an example of type of influence. 2
1. (d) From your own studies, explain how the family influences a person’s identity. *(4 marks)*
- TARGET: Key Idea 2, Assessment Objective 1
- LEVEL 1: A **basic** understanding of the family’s influence, eg it (often) helps to teach a child skills such as talking/walking. Assertions rather than explanation.
Up to 2 marks 1-2
- LEVEL 2: A **good** understanding of the way a family influences individual identity. Explains how people are socialised. Examples may include religion, values, beliefs, parents as role models, use of sanctions. 3-4

FOR CANDIDATES WITHOUT SOURCES BOOKLET

1. (e) From your own studies, compare **two** cultures. One of these cultures must be found in the United Kingdom.

You could include:

- gender roles;
- norms;
- social organisation;
- types of communication;
- attitudes and values.

(8 marks)

TARGET: Key Idea 1, Assessment Objective 1

LEVEL 1:	Shows a basic understanding of feature(s) of both cultures, or a reasonable understanding of feature(s) of one culture. 1 mark for naming two correct cultures.	1-2
LEVEL 2:	Shows a reasonable understanding of features of both cultures, by describing some examples of the sources of difference.	3-4
LEVEL 3:	Shows good understanding of the similarities and/or the differences between the two cultures. Comparison (similar/different) and some good development/explanation at this level.	5-6
LEVEL 4:	Shows thorough understanding of both cultures. Draws comparisons. May explain why cultures are different. May explain links between features of each culture. There will be an overall understanding at this level showing thorough development.	7-8

1. (f) From your own studies, outline and explain the different views of at least **two** groups on an issue such as abortion, euthanasia, animal rights or capital punishment. (8 marks)

TARGET: Key Idea 4, Assessment Objective 1

LEVEL 1:	Shows a basic understanding of the issue concerned from two viewpoints, or a reasonable understanding of the issue from one point of view.	1-2
LEVEL 2:	Shows reasonable understanding of the issue from both points of view. There is a reasonable contrast of both points of view. Mainly descriptive at this level.	3-4
LEVEL 3:	Shows good understanding of both groups' viewpoints. Draws a contrast between the two viewpoints and provides a good explanation of the issue. A contrast and some good development at this level.	5-6
LEVEL 4:	Shows a thorough understanding of both groups' viewpoints on the issue: a thorough contrast and a clear grasp of the issue. There will be thorough development and contrast at this level.	7-8

TOTAL: 26 marks

FOR CANDIDATES WITHOUT SOURCES BOOKLET

2. (a) Using **Source B**, name the **two** Superpowers involved in the Cold War, 1945-90. *(2 marks)*

TARGET: Key Idea 3, Assessment Objective 2

1 mark for each of: USA,USSR; allow America, Russia, Soviet Union.

1+1

2. (b) Using **Source C**, describe **one** major difference between communism and capitalism. *(2 marks)*

TARGET: Key Idea 3, Assessment Objective 2

1 mark for the difference and 1 mark for development.

eg Communism has/had a one-party state/industry and business owned by the state/media controlled by the government. In capitalism there are free elections.

1+1

2. (c) Using **Sources B, C, D and E**, explain the causes of the Cold War. *(8 marks)*

TARGET: Key Idea 3, 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: A **basic/simple** description of the causes of the Cold War, eg USA afraid of Russia. 1-2

LEVEL 2: A **reasonable description** of the causes of the Cold War referring to eg ideology, geography, psychology, politics. 3-4

LEVEL 3: A **reasonable explanation** of the causes of the Cold War suggesting that fundamental difference(s) between the Superpowers led to suspicion and escalation. 5-6

LEVEL 4: A **good** explanation of the causes of the Cold War, showing that the fundamental differences historically, ideologically or geographically led to conflict. 7-8

FOR CANDIDATES WITHOUT SOURCES BOOKLET

2. (d) Study **Sources B, C, D and E**. Explain **two** reasons why the Cold War lasted so long. (4 marks)

TARGET: Key Idea 3, Assessment Objective 2

Mark each of the two reasons out of two marks, as follows.

Gives a **basic** assertion or implication for the Cold War’s longevity eg nuclear weapons. 1

Develops a reason for the Cold War’s longevity. e.g “Because neither side was prepared to back down.” 2

Another example

“Both believed their economy/politics/beliefs were right (1) and would not reason/compromise with the other side.” (2)

2 x 2

2. (e) From your own studies, explain why it is important for individuals to have rights and freedoms.

You could include:

- peace;
- work;
- freedom of speech;
- religious beliefs;
- education;
- rights of the child.

(8 marks)

TARGET: Key Idea 1, Assessment Objective 1

LEVEL 1: Shows a **basic** understanding of individual freedom(s). At this level the answer will be descriptive and undeveloped; a simple statement/series of statements of limited depth/scope. States some rights. 1-2

LEVEL 2: There is a **reasonable** understanding of individual freedoms. The answer is descriptive but is developed as a series of statements concerning individual rights. 3-4

LEVEL 3: Shows **good** understanding of individual freedoms and rights. Develops the answer with a **good** level of example. Links importance of rights to an outcome, eg peaceful/happy/equal/co-operative. 5-6

LEVEL 4: Shows **thorough** understanding of individual freedoms and rights. The answer is **thoroughly** developed with exemplary material showing importance specifically and generally. 7-8

TOTAL: 24 marks

FOR CANDIDATES WITHOUT SOURCES BOOKLET

3. (a) Name **two** renewable sources of energy. (2 marks)
- TARGET: Key Ideas 1 and 2, Assessment Objective 1
- 1 mark per example of renewable sources of energy, eg water, tide, wind, sun, geo-thermal
Wood is **not** allowable. (Maximum of 2 marks) 1+1
-
3. (b) Name **two** non-renewable sources of energy. (2 marks)
- TARGET: Key Ideas 1 and 2, Assessment Objective 1
- 1 mark per example of non-renewable sources of energy, eg coal, oil, fossil fuels, gas,
nuclear energy. Wood is **not** allowable. (Maximum of 2 marks) 1+1
-
3. (c) Using examples from your own studies, explain what is meant by sustainable development. (4 marks)
- TARGET: Key Idea 2, Assessment Objective 1
- LEVEL 1: A **basic** description of sustainable development (1) and a relevant example (1)
or a **good** description with no example (2). 1-2
- LEVEL 2: A **good** description of sustainable development and relevant example(s). (3)
A **thorough** description of sustainable development and relevant example(s). (4) 3-4
-
3. (d) Using examples from your own studies, explain what methods are used by environmental pressure groups to influence people's attitudes and behaviour on an issue. (8 marks)
- TARGET: Key Idea 4, Assessment Objective 1
- LEVEL 1: A **simple/basic statement** of environmental pressure groups' methods, eg using
the media, other methods listed. 1-2
- LEVEL 2: A **reasonable description** of environmental pressure groups' methods with
example/case study. 3-4
- LEVEL 3: A **good explanation** of pressure groups' methods. Example(s) provided with the
explanation to show aims behind methods/intended outcome. 5-6
- LEVEL 4: A **thorough explanation** of methods used and their likely effects/reasons for
using the methods. Examples will be relevant and developed. 7-8
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FOR CANDIDATES WITHOUT SOURCES BOOKLET

3. (e) Using **Sources F and G**, explain why the way humans use the natural environment is a global issue. *(8 marks)*

TARGET: Key Idea 3, 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:	A simple/basic description of how humans use the natural environment or of global issue, eg “We are polluting the air with chemicals”.	1-2
LEVEL 2:	A reasonable description of how humans use the natural environment and/or of global issue, such as acid rain.	3-4
LEVEL 3:	A reasonable explanation of why the way humans use the natural environment is a global issue, eg explaining how example(s) given are issues of global concern.	5-6
LEVEL 4:	A good explanation of why the way humans use the natural environment is a global issue, e.g explaining how example(s) given are of global concern; e.g explaining how the actions of people in one area affect other parts of the world.	7-8

TOTAL: 24 marks

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1 mark for each of: USA,USSR; allow America, Russia, Soviet Union. 1+1

2. (b) Using **Source C**, describe **one** major difference between communism and capitalism. (2 marks)

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1 mark for the difference and 1 mark for development.
eg Communism has/had a one-party state/industry and business owned by the state/media controlled by the government. In capitalism there are free elections. 1+1

2. (c) Using **Sources B, C, D and E**, explain the causes of the Cold War. (8 marks)

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TOTAL: 24 marks

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eg “We are polluting the air with chemicals”. 1-2
- LEVEL 2: Uses the source material go give a **reasonable description** of how humans use the natural environment **and/or** of global issue, such as acid rain. There is a **reasonable understanding** of the issue. Evidence from the source material is presented but is not developed. 3-4
- LEVEL 3: Uses the source material to provide a **good explanation** of why the way humans use the natural environment is a **global** issue,
eg explaining how examples given are issues of **global** concern.
Evidence from the source material is **developed** or **used effectively**, rather than just being presented. 5-6
- LEVEL 4: Uses the source material to provide a **thorough** explanation of why the way humans use the natural environment is a **global** issue,
eg explaining how examples given are of **global** concern;
eg explaining how the actions of people in one area affect other parts of the world. 7-8

TOTAL: 24 marks
