



General Certificate of Secondary Education

Humanities 3071

Paper 2 3071/2

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

3071/2

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.

- 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, eg Question 1 (e), 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

1. (a) Give the meaning of the term **nuclear family**. (1 mark)
- TARGET: Key Idea 1, Assessment Objective 1a
- Recall: answer *conveys idea* (stated or implied) of a two generation family unit comprising mother, father and children.
e.g stereotypical, ‘cereal packet’ family. 1
1. (b) Explain the meaning of the term **household**. (3 marks)
- TARGET: Key Idea 1, Assessment Objective 1
- Simple assertion eg “a family living in same house”. 1
- Explanation on the right lines,
eg “A group of people living together in one house”.
eg “Where an individual lives”. Shows that it is not just a family. 2
- Clearly explains that a household includes a variety of arrangements, eg any form of accommodation housing an individual/ a group of people who live as a unit and are not necessarily related. 3
1. (c) Explain **two** ways of caring for the elderly. (4 marks)
- TARGET: Key Idea 3, Assessment Objective 1
- 1 mark** for each of **two** relevant ways of caring simply stated:
eg “Lives with the family”
“In a home”
“State provision (meals on wheels, pensions)” 1 x 2
- 2 marks** for each of **two** explanations which give some idea of how the way works.
eg “...might live in same house as son/daughter with his/her family who look after them.....”
eg “Many elderly people pay to be cared for in a residential home. This is where.....”
eg “Social Services provide help to the elderly so that they can continue to live at home.....” 2 x 2

1. (d) Using examples and information from your studies, explain the main influences on family life. You could include any of the following:

- income;
- the law;
- religious beliefs;
- family size;
- traditions.

(8 marks)

TARGET: Key Idea 2, Assessment Objective 1

LEVEL 1: Some recall of knowledge *about* any influence on family.

Must go beyond copying list for a mark, eg “Big families can affect family life”.

1-2

LEVEL 2: At least one factor (bullet point) is referred to. Recalls and shows some understanding of how the factor can influence family life, eg “if a family is on low income it can have a bad effect on family life”.

LEVEL 3: Shows knowledge of more than one factor and explains at least one influence on family life.

3-4

eg “If a family is on low income this can cause stress, condition of house may be damp. This will affect their health...”.

Other egs:

The law - impact of breakup/divorce;

Religious beliefs - family routine at religious times (bonding);

Family size - access, attention...

Deploys information / examples from own studies to develop an answer to this question.

Reasons are linked to differences.

Uses terminology from subject content.

5-6

LEVEL 4: Shows detailed understanding of the way factors can influence family life (as given in L3).

Deploys information / examples from own studies to develop answer.

Accurate use of terminology from subject content.

Answer builds towards a reasoned conclusion.

7-8

1. (e) How important are parents’ attitudes in influencing their children’s progress at school? Use **Sources A and B** to support your answer.

(8 marks)

TARGET: Key Idea 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 4 different attitudes to family. Summary of points clockwise: involvement in children’s learning - no involvement - respect and family centred - too busy: lax about truanting, negative attitude.

Source B shows correlation between truanting rates and exam. success at GCSE

- | | | |
|----------|--|-----|
| LEVEL 1: | Descriptive response with simple reference to a source, eg “The graph is about...”. | 1-2 |
| LEVEL 2: | Positive parent(s) are linked to child doing better at school, supported by some evidence from one or both sources, eg “The graph shows that more kids who truant get poor exam results so parents are important”. | 3-4 |
| LEVEL 3: | Response focuses clearly on the question.
Interpretation and explanation to include some of the following concepts/terms: “The graph shows...”, “This can be explained by... <i>supportive, caring/loving, ambitious, negative/positive messages,</i> socialisation process: parental role models, Religious influence...”.
Answer argues that sources suggest that parents’ attitudes are important in affecting a child’s attitudes and behaviour. This is supported by information drawn from both sources explaining how some of those attitudes can affect child, eg homework, values, truanting. | 5-6 |
| LEVEL 4: | Clear focus on question, logically and critically drawing on the sources and using relevant concepts.
Explanation covers range of attitudes.
Answer is likely to be qualified and more nuanced than L3,
eg “Although parents are usually important role models, there can be other socialising factors which have more impact on some students such as peer pressure or other role models....” | 7-8 |

TOTAL: 24 marks

2. (a) Give the meaning of the term **stereotype**. (1 mark)

TARGET: Key Idea 1, Assessment Objective 1a

Recalls definition. *Conveys idea* (either stated or implied) that stereotype involves a **fixed** and prejudiced idea about someone or a group.

e.g “Stereotyping is when you say a woman can’t do DIY”.

1

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

TARGET: Key Idea 3, Assessment Objective 1

A simple statement or example where discrimination is implied.

eg “Not giving a woman a job although equally qualified with a man”.

eg “Not giving a person a job because he is black”.

1

Explanation on the right lines, possibly supported by an example, that discrimination is treating a person or a group unfairly.

2

Clear explanation that discrimination is an action based on prejudice involving the targeting of individuals/groups for unfair treatment.

3

2. (c) Explain **two** types of prejudice. (4 marks)

TARGET: Key Ideas 2 and 4, Assessment Objective 1

1 mark for each of **two** types of prejudice simply stated, eg “Sexism, ageism, racism”

or for an undeveloped example of each.

1 x 2

2 marks for each of **two** types of prejudice explained, eg “one type of prejudice is sexism.

This is where, for example, a man expressed the view that women are less intelligent than men”.

Can use the idea of pre-judging plus example.

2 x 2

2. (d) Using examples and information from your studies, explain how persecution can affect an individual or a group. You could include any of the following effects:

- physical;
- social;
- economic;
- psychological;
- legal.

(8 marks)

TARGET: Key Idea 1, Assessment Objective 1

LEVEL 1: Some recall of knowledge of persecution. Goes beyond copying from list, eg “...Makes people feel frightened”.
Any similar assertion up to 2. 1-2

LEVEL 2: At least one effect (bullet point) is referred to. Recalls and shows some understanding of the effect(s), possibly using an example/case study, eg the Jews were sent to death camps by the Nazis. 3-4

LEVEL 3: Shows knowledge of more than one effect and explains that persecution is to do with **persistent** discrimination/bullying/scapegoating and applies concepts in the key idea eg:

- Insecurity;
- Ostracised/isolation;
- Terror;
- Live in ghettos;
- Afraid to go to school / work;
- Violence – attacks/confiscation.

Deploys information/examples from own studies (such as Nazi Germany, asylum seekers in UK) to develop answer to question, eg
“a lot of asylum seekers in Britain live in fear due to persecution encouraged by.....”

The concepts themselves can be used as examples from own studies.
Uses terminology from subject content. 5-6

LEVEL 4: Shows understanding of *range* of relevant concepts given in L3.
Makes concept of persecution clear.
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

2. (e) Can the media influence prejudice and discrimination in the UK? Use **Sources C and D** to support your answer. (8 marks)

TARGET: Key Ideas 1 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 C about media front page coverage of refugee / asylum seeker issue. Is this stereotyping?

Source D is about examples of racist behaviour and factual inaccuracies in UK.

LEVEL 1:	Descriptive response with simple reference to a source, eg ...	1-2
LEVEL 2:	A point of view is expressed supported by some evidence from one or both sources and using relevant concepts.	3-4
LEVEL 3:	Response focuses on the question. Presents argument supported by information drawn from both sources and using relevant concepts. Covers some of the following, with evidence from sources: <ul style="list-style-type: none">• The media are agents of socialisation and so can influence our norms and values. These affect how we treat each other.• The media can build up/reinforce stereotypes.• Media can provide facts to challenge stereotypes.• Stereotyping is based on inaccuracies/false information/prejudices.• Prejudices can lead to discrimination/persecution.	5-6
LEVEL 4:	Clear focus on question. Covers most of the arguments listed in L3 and uses the sources in support. Explanation is comprehensive, logical and detailed, covering range of reasons and concepts. Draws reasoned and balanced conclusion.	7-8

TOTAL: 24 marks

3. (a) Give the meaning of the term **dictatorship**. (1 mark)
- TARGET: Key Idea 3, Assessment Objective 1a
- Recall: *conveys idea* (stated or implied) that a dictatorship is about somebody making all the decisions which everyone else must follow 1
-
3. (b) Explain the meaning of the term **political party**. (3 marks)
- TARGET: Key Idea 1, Assessment Objective 1
- A simple explanation, eg like the labour party. 1
- Explanation on right lines, eg people who campaign for people to vote their way. 2
- Clear explanation, eg an organisation based on agreed beliefs/policies which seeks to govern a country. 3
-
3. (c) Explain **two** ways in which democratic decision-making can take place in the UK. (4 marks)
- TARGET: Key Ideas 1 and 2, Assessment Objective 1
- 1 mark** for each of **two** ways simply stated, eg “Everyone has a say, people vote” 1 x 2
- 2 marks** for each of **two** ways explained, eg as for Level 1 + any from:
- So different points of view are heard before a vote is cast;
 - Can be by ballot/secret vote or by show of hands;
 - Simple majority decision is accepted;
 - STV or some form of PR;
 - Lobbying;
 - Parliamentary procedure. 2 x 2

3. (d) Using examples and information from your studies, explain how democracy brings both rights **and** responsibilities. You could include any of the following:

- having a say;
- participation;
- tolerance;
- education;
- the law.

(8 marks)

TARGET: Key Idea 3, Assessment Objective 1

LEVEL 1:	Some recall of knowledge of a right or responsibility. Goes beyond copying from list, eg “You have freedom of speech”.	1-2
LEVEL 2:	Recalls and shows some understanding of rights or responsibilities in a democracy. Uses a relevant concept in the key ideas. Rights such as: freedom to organise, join pressure group, express views, vote, be informed... Responsibilities such as: education, involvement, getting informed, voting, listening, reading.	3-4
LEVEL 3:	Shows understanding of rights and responsibilities in a democracy. Uses relevant concepts in key ideas as given in L2. Deploys information / examples from own studies to develop answer to question, eg a case study in UK as an example of a democracy.	5-6
LEVEL 4:	Shows understanding of <i>range</i> of relevant concepts given in L2. 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) Are pressure groups important in a democracy? Use **Sources E and F** to support your answer.
(8 marks)

TARGET: Key Idea 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 E: Leaflet calling for support for animal rights campaign to close down a guinea pig rearing farm.

Source F: Leaflet calling for support for campaign to ban animal rights protestors.

LEVEL 1:	Descriptive response, implied relevance, with simple reference to a source.	1-2
LEVEL 2:	A point of view is expressed supported by some evidence from one or both sources.	3-4
LEVEL 3:	Response focuses on the question. Presents argument supported by information drawn from both sources and using relevant concepts relating rights and responsibilities associated with pressure groups being part of democratic process; acknowledges that pressure groups can press too hard = undemocratic.	5-6
LEVEL 4:	Clear focus on the question. Explanation is logical and detailed covering range reasons why pressure groups are important in a democracy. It draws on both sources and uses relevant concepts. Explains the problems posed by militant pressure groups.	7-8

TOTAL: 24 marks

4. (a) Give the meaning of the term **aid**. (1 mark)

TARGET: Key Idea 4, Assessment Objective 1a

Recall: *conveys the idea* (stated or implied) that aid in the form of either goods or services is given by donor country. Interest free loan is OK 1

4. (b) Explain the meaning of the term **poverty cycle**. (3 marks)

TARGET: Key Idea 2, Assessment Objective 1

Basic explanation implies features of poverty link together. 1
eg “A circle of poverty. It just goes round and round”.

Explanation on the right lines: low income is connected to some other aspect of poverty, such as poor diet which means you get ill easily. OR simple diagram. 2

Clear explanation that poverty cycle comprises: low income leads to poor diet, malnutrition, poor education, few skills, low pay/no work, low income, ie trapped, (not all of these required for 3). Can be in form of annotated diagram or diagram and explanation. 3

4. (c) Explain **two** reasons why the birth rate in Less Economically Developed Countries (LEDCs) is higher than in More Economically Developed Countries (MEDCs). (4 marks)

TARGET: Key Idea 1, Assessment Objective 1

1 mark for each of **two** reasons simply stated: eg not educated about contraceptives, religious beliefs, many children die, poverty in LEDCs (implies contrast). 1 x 2

2 marks for each of **two** reasons explained, eg high infant mortality rate but children needed to help due to poverty, eg when sick. 2 x 2

4. (d) Using examples and information from your studies, explain how global inequality can be reduced. You could include any of the following:

- aid;
- trade;
- debt;
- religious groups.

(8 marks)

TARGET: Key Idea 4, Assessment Objective 1

LEVEL 1: Some recall of knowledge. Goes beyond copying from list, eg “cancel LEDCs’ debts (1) which are huge” (2). 1-2

LEVEL 2: Recalls and shows some understanding of a relevant concept in the key idea, eg “LEDC debt adds to their problems developing”.
Recalls relevant information from own studies,
eg “If the US dropped the debt that African countries owed them, this would help their development”.
eg “... by trading more fairly. This would help LEDCs earn more money”. 3-4

LEVEL 3: Shows understanding of relevant concepts in key ideas, eg:
“Types of aid are...and can do these things...”
“Fair trade means...Trade today suits MEDCs because ...
(example). By introducing fair trade, this will help LEDCs by...”
“Debt is one of the causes and consequences of global inequality...By cancelling it...”

Explains how the ways mentioned can help reduce global inequality.
Impact on reducing poverty cycle in LEDCs may be developed.

Deploys information/examples from own studies to develop answer to question.

Uses terminology from subject content.

Clear attempt to draw reasoned conclusion to question.

5-6

LEVEL 4: Shows understanding of *range* of relevant concepts given in L3.
Detailed use of information / examples from own studies to develop answer which shows how the measures taken (bullet points) can achieve a reduction of global inequality.
Accurate use of terminology from subject content.

eg “..... if tariffs and subsidies which are in MEDCs’ favour were dropped, then more LEDCs could begin to manufacture from their own raw materials. This could then be exported for a better profit than from selling raw materials and so the gap could be reduced.”

7-8

4. (e) Why is the Democratic Republic of Congo an LEDC? Use **Sources G and H** to support your answer. (8 marks)

TARGET: Key Ideas 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 G: Chart showing unequal development of Belgium (MEDC) and DRC (LEDC).

Source H: Comments trace exploitation of and decline of DCR.

LEVEL 1: Descriptive response, implied relevance with simple reference to a source, eg “There’s too much fighting today”. 1-2

LEVEL 2: An argument is supported by some evidence from one or both sources, eg “Belgium has a much better average income than DRC”. Two or more comparisons using indicators, up to 4 marks. 3-4

LEVEL 3: Response focuses on the question. Presents explanations supported by information drawn from both sources and uses relevant concepts:
Development indicators in Source G show contrast between Belgium and DRC;
Colonialism as applied to case in sources;
Post colonial troubles follow colonial exploitation;
Conflicts now exploited by MEDCs;
Enough natural resources to be rich so explanation is to do with how country is governed and international power struggle.
Interpretation of Source H is used to explain Source G. 5-6

LEVEL 4: Clear focus on question. Explanation is logical and detailed. It draws on both sources and uses range of relevant concepts to explain that DRC’s development indicators, contrasted with Belgium’s, and instability after independence are both due to DRC’s colonial past. 7-8

TOTAL: 24 marks

5. (a) Give the meaning of the term **primary industry**. (1 mark)
- TARGET: Key Idea 2, Assessment Objective 1a
- Recall: *Conveys idea* (stated or implied) that it involves supplying raw materials eg farming or mining etc. 1
- _____
5. (b) Explain the meaning of the term **trade union**. (3 marks)
- TARGET: Key Idea 4, Assessment Objective 1
- A simple explanation, eg trade unions are organisations that protect workers. 1
- OR** gives an example eg the NUT is a trade union for teachers. 1
- Explanation on the right lines: trade unions are organisations that protect workers by eg standing up for their rights, health and safety. 2
- Clear explanation that trade unions are made up of working people which elect representatives who negotiate with their employers, may take industrial action to press view/defend themselves. 3
- NOTE:** an example can be used to support explanation. _____
5. (c) Explain **two** advantages of the division of labour. (4 marks)
- TARGET: Key Idea 3, Assessment Objective 1
- 1 mark** for each of **two** advantages given, eg better skill, better productivity. 1 x 2
- 2 marks** for each of **two** advantages explained, eg “division of labour leads to more skilful work because people can practise and get better...”. 2 x 2

5. (d) Using examples and information from your studies, explain what influences job satisfaction. You could include any of the following:

- specialisation;
- new technology;
- industrial relations;
- alienation.

(8 marks)

TARGET: Key Idea 1, 3 and 4, Assessment Objective 1

- LEVEL 1: Some recall of knowledge, eg “Enjoy your job because you do it well”.
Goes beyond copying from list. 1-2
- LEVEL 2: Recalls and shows some understanding of a relevant concept in the key ideas such as sense of achievement due to specialisation,
Recalls relevant information from own studies, eg... 3-4
- LEVEL 3: Shows understanding of relevant concepts in key ideas, eg satisfaction from things to do with job: working atmosphere, training, job prospects etc. **or** from social context, pay, sense of involvement. Includes concepts from list to show, eg that automation can decrease job satisfaction and lead to alienation...intrinsic/extrinsic concept may be used.
Deploys information/examples from own studies to develop answer to question, eg call centres moving to India.
Uses terminology from subject content. 5-6
- LEVEL 4: Shows understanding of *range* of relevant concepts (as listed in L3).
Detailed use of information / examples from own studies to develop answer.
Accurate use of terminology from subject content. 7-8

5. (e) What are the arguments for and against encouraging economic migration? Use **Sources I and J** to support your answer. (8 marks)

TARGET: Key Idea 2, 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: three points about effects of economic migration

Source J: account of migrating from NE to South of UK in search of work

LEVEL 1: Descriptive response, implied relevance, with simple reference to a source.	1-2
LEVEL 2: Simple explanation. Simple use of one or both sources to support arguments for/against. e.g “Source I supports my arguments against when it says training doctors costs over £80 000”.	3-4
LEVEL 3: Response focuses on the question. Presents argument supported by information drawn from both sources and using relevant concepts. e.g As Level 2 example, plus “..... This will harm South Africa because.....”. Economic migration concept understood. May refer to push/pull factors. Positive and negative reasons given.	5-6
LEVEL 4: Clear focus on question. Explanation is logical and detailed covering range of reasons for different attitudes. It draws widely on both sources and uses relevant concepts.	7-8

TOTAL:	24 marks
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