

GCSE 2006

November Series



Mark Scheme

Humanities

Unit 3071/1

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.

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Dr. Michael Cresswell Director General

November 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 (d) and 3 (d). (Note that some 8-mark questions do not relate to AO2.)

Use the marking scheme for the relevant sub-question, eg 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 (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) From your own studies, give **two** examples of religious traditions. (2 marks)

TARGET: Key Idea 1, Assessment Objective 1

1 mark for each example of religious traditions, e.g. Xmas, Easter or any festival. Mass, Communion, arranged marriages, praying. Accept religious customs – wide variety of acceptable answers.

(Maximum of 2 marks)

1+1

1. (b) From your own studies, explain the term ‘belief’. (2 marks)

TARGET: Key Idea 1, Assessment Objective 1

1 mark for a very brief explanation such as “something that people follow in a spiritual/religious sense”, could include political beliefs.

Second mark for fuller explanation **or** for an example of beliefs.

2

Belief is something that one or more people believe to be true. For example, Christians believe there is only one God.

1 + 1

1. (c) From your own studies, describe the importance of the family as an agent of socialisation. (2 marks)

TARGET: Key Idea 2, Assessment Objective 1

1-2 marks for showing the importance of the family as an agent of socialisation, eg influencing each other, **or** the importance to the individual, **or** providing an example of the type of influence.

2

1. (d) From your own studies, explain how belonging to a peer group may influence a person’s behaviour. (4 marks)

TARGET: Key Idea 2, Assessment Objective 1

LEVEL 1: A realistic description of a peer group – people of similar age, background who go round together and some indication how it may have an influence, e.g dress (one simple example).

1-2

LEVEL 2: As above and showing/explaining its influence upon individuals in respect of factors such as appearance, identity, good/bad behaviour.

A more thorough explanation of peer group’s influence, more examples and (for 4 marks) an indication of positive and negative influences.

3-4

1. (e) Explain how cultures differ.

You could include:

- gender roles
- norms;
- social organisation;
- types of communication;
- technology.

(8 marks)

TARGET: Key Idea 1, Assessment Objective 1

LEVEL 1:	Shows a basic understanding of feature(s) of culture.	1-2
LEVEL 2:	Shows a reasonable understanding of features of culture, by describing some examples, e.g. gender roles are defined or developed reasonably.	3-4
LEVEL 3:	Shows good understanding of culture and some good development/ explanation at this level, probably dealing with 2 or more of bullet points.	5-6
LEVEL 4:	Shows thorough understanding of cultures. May explain why cultures have evolved. May explain links between features of culture. There will be an overall understanding at this level showing thorough development.	7-8

1. (f) Abortion, euthanasia, animal rights and capital punishment are examples of issues about which people hold different views. Choose an issue you have studied and write a short essay explaining the different views. (8 marks)

TARGET: Key Idea 4, Assessment Objective 1

LEVEL 1:	Shows a basic understanding of the issue concerned.	1-2
LEVEL 2:	Shows reasonable understanding of the issue. Mainly descriptive at this level.	3-4
LEVEL 3:	Shows good understanding of the issue. Provides a good explanation of the issue and some good development at this level.	5-6
LEVEL 4:	Shows a thorough understanding of the issue: a clear grasp of the issue. There will be thorough development at this level.	7-8

TOTAL: 26 marks

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

TARGET: Key Idea 3, Assessment Objective 2

1 mark for each of: Truman, Marshall, Khrushchev, Brezhnev, Nixon, Reagan and Gorbachev. 1+1

2. (b) Using **Source C**, describe how voting is different under the USSR's communist system and the USA's capitalist system. (2 marks)

TARGET: Key Idea 3, Assessment Objective 2

1 mark for the difference and 1 mark for development or showing the difference in the 2 states e.g. Communism has/had a one-party state.

In Capitalism there are free elections.

In Communism there are no parties except the Communist.

In Capitalism there are many parties/many candidates/more choice. 1+1

2. (c) Study **Source D**. Explain **two** reasons why the USA and the USSR were Superpowers. (4 marks)

TARGET: Key idea 3, Assessment Objective 2

For each of the two reasons: 1 mark for stating the reason and 1 mark for development.

e.g Only the USA and USSR had such economic strength after 1945. The USA and USSR both had strong armed forces/nuclear weapons/population/resources/stable politics.

2 x 2

2. (d) Study **Sources B, C, D and E**. Explain why the term ‘the Cold War’ was used to describe relations between the USA and the USSR from 1945 to 1990. (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 5. The descriptors below determine the level.

LEVEL 1:	A basic/simple description of the Cold War, e.g. USA afraid of Russia.	1-2
LEVEL 2:	A reasonable description of the Cold War referring to e.g. ideology, geography, psychology, politics, war of words, no actual fighting took place.	3-4
LEVEL 3:	A reasonable explanation of the Cold War as above but will suggest that fundamental difference(s) between the Superpowers led to suspicion and escalation but not open warfare.	5-6
LEVEL 4:	A good explanation of the Cold War, showing that the fundamental differences historically, ideologically or geographically led to conflict in cold but not hot terms.	7-8

2. (e) From your own studies, explain why the rights and freedoms of everyone in a society should be protected.

You could include:

- work;
- freedom of speech;
- children;
- religious beliefs;
- persecution.

(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, e.g. 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

3. (a) Name **four** sources of energy. (4 marks)

TARGET: Key Ideas 1 and 2, Assessment Objective 1

1 mark per example of sources of energy, (e.g. water, tide, wind, sun, geo-thermal, coal, oil, fossil fuels, gas, nuclear energy). Wood is **not** allowable.
(Maximum of 4 marks)

1 x 4

3. (b) Using examples from your own studies, explain what is meant by conservation of natural resources. (4 marks)

TARGET: Key Idea 2, Assessment Objective 1

LEVEL 1: A **basic** description of conservation (1) and a relevant example (1)
or a **good** description with no example (2).

1-2

LEVEL 2: A **good** description of conservation and relevant example(s). (3)
A **thorough** description of conservation and relevant example(s). (4)
Examples will be to do with water, minerals, fossil fuels.

3-4

3. (c) From your own studies, explain how tourism affects the environment. (8 marks)

TARGET: Key Idea 4, Assessment Objective 1

LEVEL 1: A **simple/basic statement** of tourism and its effects, e.g. litter, footpaths, etc 1-2

LEVEL 2: A **reasonable description** of tourism and its effects with example/case study. 3-4

LEVEL 3: A **good explanation** of tourism and its effects. Example(s) provided with the explanation to show the effects, positive and negative 5-6

LEVEL 4: A **thorough explanation** of tourism and its effects: an appreciation of the overall necessity for sustainable solutions.
Examples will be relevant and developed. 7-8

3. (d) Using **Sources F and G**, explain why acid rain and the Amazon Rainforest are environmental issues needing action. (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 5. The descriptors below determine the level.

LEVEL 1:	A simple/basic description of how acid rain/Amazonian rainforest are environmental issues.	1-2
LEVEL 2:	A reasonable description of how acid rain and the Amazonian rainforest are environmental issues.	3-4
LEVEL 3:	A reasonable explanation of acid rain/Amazonian rainforest are environmental issues. A reasonable explanation of actions for one or the other.	5-6
LEVEL 4:	A good explanation of how both acid rain and the Amazonian rainforest are environmental issues. There will also be a thorough understanding of actions at this level.	7-8

TOTAL: 24 marks
