



General Certificate of Secondary Education

Humanities 3071/1

Paper 1

Mark Scheme

2007 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.

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June 2007

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 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.

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

Use the marking scheme for the relevant sub-question, eg Question 2 (f), 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) From your own studies, name **two** religions. (2 marks)

TARGET: Key Idea 1, Assessment Objective 1

1 mark for each of two religions/denominations – could be very wide (e.g Christian) or very specific (eg Mormon). Any relevant religious group/sect is rewardable.

1x2

1. (b) How may religious beliefs influence a person's behaviour? Briefly explain, using your own studies. (2 marks)

TARGET: Key Idea 2, Assessment Objective 1

A brief explanation of one influence, e.g going to church, affecting your response to any event, e.g Christmas.

1

For 2 marks, **either** 2 influences **or** 1 more fully developed influence explaining why the religion is important to someone's behaviour, e.g the Kayapo believe in animism and they respect plants and animals.

2

1. (c) What do you understand by 'the media'? Use your own studies to answer. (2 marks)

TARGET: Key Idea 2, Assessment Objective 1

1 mark for a brief description of the components of the media, such as radio, TV, magazines, newspapers, systems of mass communication, internet.

1

1 mark for a brief description of how extensive the media are or expansion upon an aspect, e.g a way of putting views across to the public.

1

1. (d) Explain **two** ways in which the media may influence a person's behaviour. Use your own studies to answer. (4 marks)

TARGET: Key Idea 2, Assessment Objective 1

An explanation of how any of the types of media may **influence** an individual, e.g magazines and role models, TV and personalities, consumption, emulating behaviour.

2 marks for each of two **influences**: 1 mark for description and 1 mark for explanation or development.

e.g The media (or magazines) influence girls to change their appearance, (1 mark) because they show the latest fashions (second mark).

2 x 2

1. (e) **Source A** provides some information about culture. Explain why Britain might be described as a multicultural society. Use information from your own studies in your answer.
You could include:
- language;
 - art;
 - music;
 - signs and symbols;
 - religions.
- (8 marks)

TARGET: Key Idea 3, Assessment Objective 1

LEVEL 1:	A basic understanding of multiculturalism, recognition that we are composed of many groups, languages or religions.	1-2
LEVEL 2:	A reasonable understanding of multiculturalism at a descriptive level , describing and adding to the bullet points.	3-4
LEVEL 3:	A good understanding of multiculturalism explaining some bullet points, eg social interaction, learning, sharing. Also provides some examples of some of the bullet points.	5-6
LEVEL 4	A thorough understanding of multiculturalism, explaining the nature of cultural interaction, such as security, belonging, equality of opportunity, richness and diversity.	7-8

1. (f) An issue is a subject about which people hold different views. Choose a moral or social issue you have studied. Write a short essay to explain **at least two** different views on the issue. In your answer you should:
- name the issue;
 - 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 (1 mark for correctly naming the issue.)	1-2
LEVEL 2:	Some recall and understanding. The issue is identified and views are described simply. Makes use of appropriate concepts in a limited way, such as, moral, e.g., euthanasia.	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.	5-6
LEVEL 4:	Recalls a comprehensive range of relevant knowledge accurately relating to views on the issue. Different views on the issue are described in some detail. Uses appropriate concepts accurately to explain links between beliefs and views.	7-8

TOTAL: 26 marks

2. (a) Name **two** rights that individuals should have in society. Use your own studies to answer. (2 marks)

TARGET: Key Idea 1, Assessment Objective 1

1 mark for each of two rights, eg, the right to shelter, education, food, follow own religion, feel safe, wear what clothes you want, the right to be heard.

Note: Freedom needs qualifying e.g freedom from slavery, freedom to express themselves.

1 x 2

2. (b) Briefly explain **one** economic effect of a conflict. Use your own studies to answer. (2 marks)

TARGET: Key Idea 3, Assessment Objective 1

One mark for identifying the effect.
One mark for developing the effect.

It must be an **economic** effect, e.g trade might suffer, property get damaged; the further mark would be for explaining that trade might suffer because of the fighting and its disruption.

2

- 2 (c) What is 'pacifism'? Briefly explain, using your own studies. (2 marks)

TARGET: Key Idea 2, Assessment Objective 1

An explanation that pacifism means pursuing your ends without fighting, not taking up weapons. An example would strengthen an answer, the most likely being M. L. King or Gandhi.

e.g Pacifism is a belief against war, from a religious standpoint.
Quakers think war is wrong.

2

2. (d) What are 'sanctions'? Briefly explain, using your own studies. (2 marks)

TARGET: Key Idea 4, Assessment Objective 1

Sanctions will be understood as being action taken by an individual/group/country against another individual/group/country/ies, such as trade sanctions, etc. An example would strengthen an answer.

e.g Punishment or embargo, stop trading like in South Africa during the time of Apartheid, or as used against Iraq before the war.

Note: Sanctions can be positive actions to show approval, e.g. rewarding good behaviour. 2

2. (e) Explain the causes of a national or international conflict you have studied. (8 marks)

TARGET: Key Idea 3, Assessment Objective 1

LEVEL 1:	A basic description of the cause of a national/international conflict.	1-2
LEVEL 2:	A reasonable description of the cause of a national/international conflict.	3-4
LEVEL 3:	The response shows a good level of understanding of the causes of national/international conflict, moving from description to explanation of the role of states, individuals or political/economic causes.	5-6
LEVEL 4:	The response shows thorough understanding of national/international conflict. There will be good use of example and a realistic portrayal of the conflict and its causes, showing Level 3 and an appreciation of factors interacting.	7-8

2. (f) Explain what methods could be used to solve the conflict at Bluewater. Use **Sources B and C** in your answer. (8 marks)

TARGET: Key Idea 4, 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 description of the conflict and/or a method of solving it.	1-2
LEVEL 2:	A reasonable description of the conflict and/or method(s) of solving it.	3-4
LEVEL 3:	A good understanding of the viewpoints and concepts involved and a good explanation of methods of solving the conflict. At least one method is developed, e.g. negotiation, compromise, conciliation and arbitration.	5-6
LEVEL 4:	A thorough understanding of the viewpoints and concepts involved and a realistic explanation of methods of solving the conflict. At least two methods are developed, e.g. negotiation, compromise, conciliation and arbitration.	7-8

TOTAL: 24 marks

-
3. (a) Using **Source D**, what is the largest source of fuel for making electricity? (1 mark)
- TARGET: Key Ideas 1-2, Assessment Objective 2
- Gas 1
3. (b) Using **Source D**, how much electricity is made from fossil fuels? (1 mark)
- TARGET: Key Ideas 1-2, Assessment Objective 2
- 73% 1
3. (c) Using **Source E**, give **two** disadvantages of gas and coal for making electricity. (2 marks)
- TARGET: Key Ideas 1-2, Assessment Objective 2
- 1 mark for each of two disadvantages of gas and coal, eg CO₂ emissions, rising gas prices, running out of the fuel(s). 1 x 2
3. (d) Using **Source E**, give **two** disadvantages of renewables for making electricity. (2 marks)
- TARGET: Key Ideas 1-2, Assessment Objective 2
- 1 mark for each of two disadvantages of renewables, eg danger of drought, environmental impact, noisy and ugly, not regular supply, developmental costs. 1 x 2
3. (e) Using **Sources F and G**, briefly explain what is meant by an 'energy gap'. (2 marks)
- TARGET: Key Ideas 1-2, Assessment Objective 2
- The energy gap is the difference between what we need/consume and what we can generate/make. The deficiency in our producing electricity, not enough energy is being made to meet our needs. 2
-

3. (f) How should we generate energy in the future? Explain your views, using **Sources D, E, F and G**. (8 marks)

TARGET: Key Idea 2-3, 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 description of the nature of our energy generation or the problems of future generation.	1-2
LEVEL 2:	A reasonable description of the nature of our energy generation and the problems of future generation.	3-4
LEVEL 3:	A good explanation of our energy generation in the future and the deficiencies of existing capacity, realising that our needs are greater than current sustainable supply.	5-6
LEVEL 4:	A thorough explanation of future needs together with a thorough explanation of the need to develop capacity/reduce consumption to deal with the energy gap. Provides a reasoned conclusion or argument which explains a realistic outcome.	7-8

3. (g) Why is it important to conserve the natural environment? Use your own studies to answer. (8 marks)

TARGET: Key Idea 2, Assessment Objective 1

LEVEL 1:	A basic description of the importance of conservation, e.g to keep things as they are for the future.	1-2
LEVEL 2:	A simple explanation of the importance of conservation.	3-4
LEVEL 3:	A good explanation of the importance of conservation measures and why they are necessary for future generations.	5-6
LEVEL 4:	A thorough explanation of the importance of conservation measures as they impact on the natural environment, including concept/s such as biodiversity, medicines, CO ₂ sink, desertification, interdependence of ecosystems.	7-8

TOTAL : 24 marks
