



General Certificate of Secondary Education

Humanities 3071

Paper 1

Mark Scheme

2008 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 2008**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 1 (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 1 (d), 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) Using **Source A**, briefly explain what is meant by ‘hunter-gatherer’.

TARGET: Key Idea 1, Assessment Objective 2 (2 marks)

Gives a brief description or simply quotes sources e.g The Bushmen hunt for animals 1

Two marks for more detailed or developed description e.g. the Bushmen hunt for food and gather berries = 2 marks 2
 they hunt animals for meat = 2 marks (or for skins),
 they gather plants for roots = 2 marks (or for food).

NOTE: This is meant to be an easy-entry question – candidates are likely to score two marks for description or paraphrasing of the text.

1 (b) Using **Source B**, describe the roles of:
 men and boys
 women and girls.

(4 marks)

TARGET: Key Idea 2, Assessment Objective 2

Mark each of the two genders out of 2 marks, as follows.

A **description** of the different roles, e.g Men make spears (1 mark) and boys learn hunting skills (1 mark), giving a total of 2 for the males.
 Women and girls cook (1 mark) and gather roots and nuts (second mark) 2 + 2

1 (c) Using **Source C**, explain how the Kalahari Bushmen have been forced to change their way of life under pressure from other groups.

(4 marks)

TARGET: Key Idea 3, Assessment Objective 2

LEVEL 1: A **description**, perhaps direct from the sources, of how change has been forced upon the Bushmen, e.g. the Kalahari Bushmen were forced into the Desert and started to farm. 1-2

LEVEL 2: An **explanation of the adaptation** that has been forced on the Bushmen, perhaps direct from the sources. The answer is likely to explain the situation before and after.
 e.g. They were forced into the Desert,
 they were driven out of their homeland,
 they started to work for others,
 they worked for money,
 they formed permanent settlements. 3-4

- 1 (d) What should be done about the Bushmen's situation in the 21st Century? Explain your views, using **Sources A, B, C and D.** (8 marks)

TARGET: Key Ideas 1,2 and 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:	Basic use of a source or extraction from a source, e.g. Bushmen need some land. OR a basic description of a source.	1-2
LEVEL 2:	A reasonable use of the sources to describe in more depth areas of difficulty that the Bushmen have faced and how they have been forced to move. The candidate might offer a judgment but the answer remains largely at a descriptive level.	3-4
LEVEL 3:	A good use of the sources to explain why the Bushmen's plight might cause deep concern and that there are a range of issues involved at a cultural level.	5-6
LEVEL 4:	Shows thorough understanding of the range of issues involved in protecting indigenous groups and their culture. Understands the different interests involved and the way that government and others may clash, may include problems of 'development'.	<u>7-8</u>

- 1 (e) Explain how the culture and beliefs of people living in the United Kingdom are changing. Use information from your own studies in your answer.

You might include issues such as:

- customs and traditions;
- religion;
- multiculturalism;
- gender roles;
- media.

(8 marks)

TARGET: Key Idea 4, Assessment Objective 1

LEVEL 1:	Shows a basic understanding of cultural change.	1-2
LEVEL 2:	Shows a reasonable understanding of cultural change, mainly at a descriptive level.	3-4
LEVEL 3:	Shows a good understanding of cultural change, provides a good explanation of why change has taken place and some good development.	5-6
LEVEL 4:	Shows a thorough understanding of cultural change, provides a clear explanation of the nature of change and thorough development, particularly through using examples.	<u>7-8</u>

TOTAL: 26 marks

- 2 (a) Briefly explain **two** basic rights and freedoms that people should have. Use your own studies to answer. (4 marks)

TARGET: Key idea 1, Assessment Objective 1

Mark each of the two rights or freedoms out of 2 marks, as follows.

1 mark for a right identified

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

2 marks for a brief accurate explanation,

e.g as above but adding an explanation of the importance of the right

or a context where it is not applied,

e.g. freedom of speech where people are allowed to say what they

want, but where they can't express themselves they are denied fairness.

2 + 2

- 2 (b) Briefly explain **two** ways of resolving conflict. Use your own studies to answer. (4 marks)

TARGET: Key Ideas 2 and 4, Assessment Objective 1

1 mark for **describing** each of two correct methods of resolving conflict, e.g courts.

The second mark in each case is for **developing** the method into an **explanation**.

e.g Mediation may help to resolve conflict by bringing two parties together. 2 + 2

- 2 (c) Explain the causes of **one** national or international conflict you have studied. You might include:

You may include:

- historical causes;
- economic causes;
- religious causes;
- political causes;
- social causes.

(8 marks)

TARGET: Key Idea 3, Assessment Objective 1

LEVEL 1: A **basic** understanding of the causes of conflict e.g some implicit application of knowledge.

1-2

LEVEL 2: Shows **reasonable** understanding of the causes of conflict, e.g implicit application of relevant knowledge.

3-4

LEVEL 3: Shows **good** understanding and knowledge of relevant concepts to explain how the conflict was caused.

5-6

LEVEL 4: Shows **thorough** understanding and knowledge of relevant concepts to explain the motives and attitudes of the conflicting parties.

7-8

NOTE: No marks for writing about effects.

Max 2 marks for writing about the nature of the conflict.

2 (d) Explain the effects of **one** national or international conflict you have studied.

You might include the following effects:

- political;
- economic;
- long term;
- short term.

This may be the same conflict you have used for Question 2 (c) or a different conflict.

(8 marks)

TARGET: Key Idea 3, Assessment Objective 1

LEVEL 1: Shows a **basic** understanding of outcome/effects at a **descriptive** level, dealing with one aspect for 1 mark, or two aspects for 2 marks. 1-2

LEVEL 2: Shows a **reasonable** understanding of outcome/effects at a **descriptive** level, dealing with several aspects (at least two). 3-4

LEVEL 3: Shows a **good** understanding of the outcome/effects at an **explanatory** level, dealing with several aspects. 5-6

LEVEL 4: Shows a **thorough** understanding of outcome/effects at an **explanatory** level, dealing with several aspects. 7-8

NOTE: No marks for writing about causes.
Max 2 marks for writing about the nature of the conflict.

TOTAL: 24 marks

- 3 (a) What is the difference between renewable and non-renewable resources? Use your own studies to answer. (2 marks)

TARGET: Key Idea 2, Assessment Objective 1

A basic description of renewable (can be used again) and non-renewable (once used, gone forever) resources. 1 + 1

NOTE: Accept recyclable as renewable.
Accept answers which give examples rather than definitions. _____

- 3 (b) What are **two** causes of pollution? Use your own studies to answer. (2 marks)

TARGET: Key Idea 2, Assessment Objective 1

1 mark for each of two causes:

e.g car exhausts, power station emissions.

The cause will **not** be rewarded if a single word is given which does not involve an action e.g cars, factories, CO₂

Littering is acceptable (just!): litter is not.

1 + 1

- 3 (c) Explain how pollution can be reduced. Use your own studies to answer. (4 marks)

TARGET: Key Idea 2, Assessment Objective 1

LEVEL 1: **Basic** assertion/s or comment/s: 1 mark for one, 2 marks for two. 1-2

LEVEL 2: One **good** (3 marks) or **thorough** (4 marks) explanation.
Two good explanations that link cause with method can also achieve 4 marks.

3-4

- 3 (d) Using **Sources F, G and H**, explain the impact of tourism.
Comment on the positive **and** negative effects. (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 5. The descriptors below determine the level.

LEVEL 1:	A basic statement about tourism and its effects, probably drawing on one source, e.g litter, footpaths etc	1-2
LEVEL 2:	A reasonable description of tourism and its effects with example/case study, probably drawing on sources.	3-4
LEVEL 3:	A good explanation of tourism and its effects. Examples(s) provided with an explanation to show the effects, positive and negative, drawing from sources.	5-6
LEVEL 4:	A thorough and balanced explanation of tourism and its effects. Examples will be relevant and developed, drawing from sources.	<u>7-8</u>

- 3 (e) Groups can influence people's attitudes and behaviour towards environmental issues. Explain the methods these groups can use. Use your own studies to answer. (8 marks)

TARGET: Key Ideas 3 and 4, Assessment Objective 1

LEVEL 1:	A basic description showing 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 the methods used, why they are used and/or how they are effective.	3-4
LEVEL 3:	Gives a developed explanation of ways groups operate and why. A good understanding of operation and an awareness of how public attitudes and behaviour can be influenced by group(s) and/or organisation(s).	5-6
LEVEL 4:	Uses a wide range of examples and shows a thorough understanding. The answer will generalise from the specific case study used and show thorough awareness of groups' strategies, approaches and organisational methods. Level 4 can be reached by a thorough understanding of ONE group, e.g Greenpeace.	<u>7-8</u>

TOTAL: 24 marks