



General Certificate of Secondary Education

Humanities 3071/2

Paper 2

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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Set and published by the Assessment and Qualifications Alliance.

June 2008**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 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 **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 ASSESSMENT OBJECTIVE2, i.e. **part (e)** of every question.

Use the marking scheme for the relevant sub-question, e.g Question 1 (e), 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) Give the meaning of the term **single (or lone) parent family**. (1 mark)

TARGET: Key Idea 1, Assessment Objective 1a

One accurate statement *conveying the idea* of children cared/looked after by one parent.

1

1. (b) Explain the meaning of the term **reconstituted family**. (3 marks)

TARGET: Key Idea 1, Assessment Objective 1b

Simple assertion eg. two families get together.

1

Explains the main features. eg. step-family / result of a divorce or separation / cohabitation/ form a new family/remarriage/joining/coming together

2-3

1. (c) Explain **two** reasons why couples get married. (4 marks)

TARGET: Key Idea 3, Assessment Objective 1b

Mark **each of the two** reasons **out of 2 marks**.

A descriptive statement eg to have children / to commit to a relationship / to share assets/religious beliefs/inheritance

1

A developed statement with a reason developed / expanded

2

2 x 2

1. (d) Explain the influence the family can have in the bringing up of its children.
Use examples and information from your own studies.

You could write about any of the following:

- norms, attitudes and values
- socialisation
- gender roles
- role models.

(8 marks)

TARGET: Key Ideas 1, 2 & 3, Assessment Objective 1

LEVEL 1: Some simple statements implying knowledge about one influence from the list eg. children are taught how to behave / act by their family. 1-2

LEVEL 2: Generalised assertions or list style answer eg. taught to walk, talk...etc
With some comment from one or more of the bullet points 3-4

LEVEL 3: Shows knowledge of more than one influence and explains them.
Uses examples from own studies to illustrate answer.
And will cover **at least two** relevant aspects:
e.g:

- to teach culture of society (norms, attitudes and values).
- to influences language / morality / beliefs / faith.
- the primary role of family is socialisation.
- to present positive & negative gender roles / role models...etc.

Mark allocation decided by range / depth of points / use of own studies 5-6

LEVEL 4: At this level response should:
Show understanding of a range of influences
Deploy information / examples in-depth from own studies to develop
Applies accurately the terminology from subject content.
Show the links between the different influences.

Answer may build to a reasoned conclusion.

7-8

1. (e) Explain how divorce can affect family life.
Use **Sources A and B** to support your answer. (8 marks)

TARGET: Key Idea 3, Assessment Objective 2b and d (Use of own knowledge to develop answer to be credited, to a maximum of Level 1 if there is no use of sources).

Written communication alert: The quality of written communication will determine the mark within each level. (See page 5). The descriptors below will determine the level.

Source A Statistics on the number / percentage families affected by divorce (2005)

Source B A selection of experiences of adults / children affected by divorce

LEVEL 1: One or more simple assertions extracted from the source

eg. "...I feel like it is my fault..." 1-2

LEVEL 2: Simple explanation / use of **one or both sources** to support reasons

Source A in 2005 47% of divorces did not involve children
Source B because children are angry, hurt, upset....etc 3-4

LEVEL 3: Response focuses on the question.
Presents argument supported by information drawn from **both sources** and uses relevant concepts

eg. As level 2 examples plus.....

Just over half of divorces (53%) will affect children, some children will obviously be very angry and upset and will often blame themselves for their parents' divorce, although some children may be relieved because the arguments have stopped.... 5-6

LEVEL 4: There is a clear focus on question
The explanation is logical and detailed covering a range of effects.
It draws widely and links both sources together.
Candidates use relevant concepts from their own studies accurately

Answer may build to a reasoned conclusion 7-8

TOTAL: 24 marks

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

TARGET: Key Idea 1, Assessment Objective 1a

One accurate statement *conveying the idea* of biased / one sided view based on ignorance... judging before they know someone

1

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

TARGET: Key Idea 3, Assessment Objective 1b

Simple assertion eg. treated unfairly, badly....etc

1

Explains behaviour/action with an example/ based on prejudice/ignorance /labelling

2-3

2. (c) Explain **two** ways in which stereotyping can be reduced. (4 marks)

TARGET: Key Idea 4, Assessment Objective 1b

Mark **each of the two** ways out of 2 marks.

A descriptive statement eg. . to educate / learn about cultures / live amongst cultures/stand against stereotypes/positive role models/campaigns

1

A developed statement with a reason developed / expanded

2

2 x 2

2. (d) Explain how prejudice and discrimination can affect people in the United Kingdom. Use examples and information from your own studies.

You could include any of the following levels:

- individual or personal level
- community level
- national level
- international level.

(8 marks)

TARGET: Key Ideas 1, 2 & 3, Assessment Objective 1

LEVEL 1: Some simple statements implying knowledge about one effect from the list eg. individuals are not treated the same 1-2

LEVEL 2: Generalised assertions or list style answer eg. individuals are treated unfairly at work...etc
With some comment from one or more of the bullet points 3-4

LEVEL 3: Shows knowledge of more than one effect and explains them. Uses examples from own studies to illustrate answer. And will cover **at least two** relevant aspects:
e.g:

- Individuals do not have equal opportunities
- Groups / cultures are treated as outsiders / isolated
- Tensions / conflict exist at national level between communities
- Tensions / conflict exist at international level between nations...etc

Mark allocation decided by range / depth of points / use of own studies 5-6

LEVEL 4: At this level response should:

Show understanding of a range of effects
Deploy information / examples in-depth from own studies to develop
Applies accurately the terminology from subject content.
Show the links between the different effects.

Answer may build to a reasoned conclusion. 7-8

2. (e) Explain how persecution can affect people.
Use **Sources C and D** to support your answer. (8 marks)

TARGET: Key Idea 1, Assessment Objective 2b and d (Use of own knowledge to develop answer to be credited, to a maximum of Level 1 if there is no use of sources).

Written communication alert: The quality of written communication will determine the mark within each level. (See page 5). The descriptors below will determine the level.

Source C Statistics on the number of Kosovan refugees migrating to European countries

Source D An extract of the experiences of a Kosovan woman

LEVEL 1: One or more simple assertions extracted from the source

eg. 23 677 Kosovans became refugees in 1999
eg. she was threatened...she was scared 1-2

LEVEL 2: Simple explanation / use of **one or both sources** to support effects

eg. Source C Germany took the most refugees (9974) in 1999
Source D the woman was threatened with violence
“.....get out of this apartment or you will regret it” 3-4

LEVEL 3: Response focuses on the question.
Presents argument supported by information drawn from **both sources** and uses relevant concepts

eg. As level 2 examples plus.....

....the woman was threatened with violence because she was Kosovan and the Serbian policemen wanted her house. With this persecution many Kosovans fled their homes and country and became refugees and migrated to other European countries such as the UK and Germany looking for safety and freedom. Many have been able to start a new life in safety 5-6

LEVEL 4: There is a clear focus on question
The explanation is logical and detailed covering a range of effects.
It draws widely and links both sources together.
Candidates use relevant concepts from their own studies accurately

Answer may build to a reasoned conclusion 7-8

TOTAL: 24 marks

3. (a) Give the meaning of the term **power**. (1 mark)
- TARGET: Key Idea 1, Assessment Objective 1a
- One accurate statement *conveying the idea* of control / ability to make a decision 1
-
3. (b) Explain the meaning of the term **political ideology**. (3 marks)
- TARGET: Key Idea 1, Assessment Objective 1b
- Simple assertion eg. an idea/or a political group/party 1
- Explains a set of political ideas / principles/ with examples / belief / values 2-3
-
3. (c) Explain **two** ways in which people can be involved in the democratic process. (4 marks)
- TARGET: Key Idea 1, Assessment Objective 1b
- Mark **each of the two** ways **out of 2** marks.
- A descriptive statement e.g to vote / join a pressure group / political party / stand for election/write a letter of protest/sign a petition/free speech 1
- A developed statement with a reason developed / expanded 2
- 2 x 2

- 3(d) Explain how democracy can resolve disputes in society fairly and peacefully. Use examples and information from your own studies.
You could write about any of the following:
- individual rights and responsibilities
 - the role of pressure groups
 - the role of political parties
 - the democratic process.
- (8 marks)

TARGET: Key Ideas 1, 2 & 3, Assessment Objective 1

LEVEL 1: Some simple statements implying knowledge about one way from the list eg. individuals can say what they want. 1-2

LEVEL 2: Generalised assertions or list style answer eg. individuals have freedom of speech...etc
With some comment from one or more of the bullet points. 3-4

LEVEL 3: Shows knowledge of more than one way and explains them. Uses examples from own studies to illustrate answer. And will cover **at least two** relevant aspects.
e.g:

- Individuals have rights to protest / choose / live their lives
- Individuals have a responsibility to respect others / the law
- Pressure groups can present individuals views on an issue
- Political parties can present policies for the voters to choose
- Voters get the opportunity to choose / decide / change...etc

Mark allocation decided by range / depth of points / use of own studies 5-6

LEVEL 4: At this level response should:

Show understanding of a range of ways
Deploy information / examples in-depth from own studies to develop
Applies accurately the terminology from subject content.
Show the links between the different effects.

Answer may build to a reasoned conclusion. 7-8

3. (e) Explain how reducing the voting age to 16 might affect the democratic process.
Use **Sources E and F** to support your answer. (8 marks)

TARGET: Key Idea 4, Assessment Objective 2b and d (Use of own knowledge to develop answer to be credited, to a maximum of Level 1 if there is no use of sources).

Written communication alert: The quality of written communication will determine the mark within each level. (See page 5). The descriptors below will determine the level.

Source E Statistics on the percentages of people voting in UK general elections by age
Source F An extract of views about whether the voting age should be reduced to 16

LEVEL 1: One or more simple assertions extracted from the source

eg. "...I was fit to pay income tax but nothow it was spent..." 1-2

LEVEL 2: Simple explanation / use of **one or both sources** to support effects

eg. Source E Only 45% of 18-24 year olds voted in 2005
Source F '...politics wasn't important to me...' 3-4

LEVEL 3: Response focuses on the question.
Presents argument supported by information drawn from **both sources** and uses relevant concepts

eg. As level 2 examples plus.....

....compared to other age groups the 18-24 year olds are less likely to vote. They may be old enough to pay tax but most don't and may not be able or interested enough in politics to vote....but hey are interested in the issues of the day when 'thousands of young people who marched against the invasion of Iraq....

5-6

LEVEL 4: There is a clear focus on question
The explanation is logical and detailed covering a range of effects.
It draws widely and links both sources together.
Candidates use relevant concepts from their own studies accurately

Answer may build to a reasoned conclusion

7-8

TOTAL: 24 marks

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

TARGET: Key Idea 1, Assessment Objective 1a

One accurate statement *conveying the idea* of inability to secure basic needs
e.g food, water, shelter....or unable to survive, below a poverty line

1

4. (b) Explain the meaning of the term **development indicator**. (3 marks)

TARGET: Key Idea 1, Assessment Objective 1b

Simple assertion eg. a way of measuring how rich a country is or an example

1

Explains different indicators that show progress / well-being of a country
such as GDP, birth rate, infant mortality ... etc

2-3

4. (c) Explain **two** ways in which Less Economically Developed Countries (LEDCs) can break out of the poverty cycle. (4 marks)

TARGET: Key Idea 4, Assessment Objective 1b

Mark **each of the two** ways out of 2 marks.

A descriptive statement eg. to improve education / training / skills / fairer
trade/MEDCs write off debts/aid...etc

1

A developed statement with a reason developed / expanded

2

2 x 2

4. (d) Explain how a growing debt burden is making Less Economically Developed Countries (LEDCs) poorer.

Use examples and information from your own studies.

You could write about any of the following:

- the cost of capital projects
- improving infrastructure
- interest payments
- the effects of Aid programmes.

(8 marks)

TARGET: Key Ideas 1, 2 & 4, Assessment Objective 1

LEVEL 1: Some simple statements implying knowledge about one effects from the list eg. LEDCs cannot pay off their loans 1-2

LEVEL 2: Generalised assertions or list style answer eg. LEDCs have to use their limited resources to pay off loans...etc

With some comment from one or more of the bullet points 3-4

LEVEL 3: Shows knowledge of more than one effect and explains them. Uses examples from own studies to illustrate answer. And will cover **at least two** relevant aspects: e.g:

- Loans were taken to pay for capital projects / infrastructure
- Loans were taken at a time of high incomes for LEDCs
- Falling incomes and rising interest payments are a problem
- LEDCs are stuck in a poverty cycle and debt cycle
- MEDCs are reluctant to provide aid whilst loans are unpaid

Mark allocation decided by range / depth of points / use of own studies 5-6

LEVEL 4: At this level response should:

Show understanding of a range of effects
 Deploy information / examples in-depth from own studies to develop
 Applies accurately the terminology from subject content.
 Show the links between the different effects.

Answer may build to a reasoned conclusion. 7-8

4. (e) Explain how trade between More Economically Developed Countries (MEDCs) and Less Economically Developed Countries (LEDCs) is unfair.
Use **Sources G and H** to support your answer. (8 marks)

TARGET: Key Idea 4, Assessment Objective 2b and d (Use of own knowledge to develop answer to be credited, to a maximum of Level 1 if there is no use of sources).

Written communication alert: The quality of written communication will determine the mark within each level. (See page 5). The descriptors below will determine the level.

Source G Statistics on the cotton industry in the USA and Mali

Source H An extract on the impact of US cotton subsidies on trade

LEVEL 1: One or more simple assertions extracted from the source

eg.. "...subsidies encourage farmers to produce more",
Mali farmers receive no subsidy

1-2

LEVEL 2: Simple explanation / use of **one or both sources** to support reasons

Source G the USA spent \$3.4billion on cotton subsidies in 2003

Source H the world price drops....affecting farmers in Mali...

3-4

LEVEL 3: Response focuses on the question.

Presents argument supported by information drawn from **both sources** and uses relevant concepts

eg. As level 2 examples plus.....

More efficient cotton farmers in LEDCs are never going to be able to compete on international markets if the USA continues to subsidise and protect its own cotton farmers which is also supported by the IMF and World Bank who force LEDCs like Mali to remove trade protection

5-6

LEVEL 4: There is a clear focus on question

The explanation is logical and detailed covering a range of reasons. It draws widely and links both sources together.

Candidates use relevant concepts from their own studies accurately

Answer may build to a reasoned conclusion

7-8

TOTAL: 24 marks

5. (a) Give the meaning of the term **employment**. (1 mark)

TARGET: Key Idea 1, Assessment Objective 1a

One accurate statement *conveying the idea* of being paid to work
e.g to work for someone else, a business.....

1

5. (b) Explain the meaning of the term **job satisfaction**. (3 marks)

TARGET: Key Idea 1, Assessment Objective 1b

Simple assertion eg. enjoying your job

1

Explains enjoyment / sense of reward can be intrinsic and/or extrinsic / with
examples

2-3

5. (c) Explain **two** reasons why an increasing number of UK workers are now
employed in the service sector. (4 marks)

TARGET: Key Idea 2, Assessment Objective 1b

Mark **each of the two** reasons **out of 2 marks**.

A descriptive statement e.g better education/training/skills/technology/better
pay and conditions/lower production costs in other countries/decline of primary
and secondary sectors ...etc

1

A developed statement with a reason developed / expanded

2

2 x 2

5. (d) Explain how technology is changing the way people work.
Use examples and information from your own studies.
You could write about any of the following:
- the nature of work
 - the experiences of employees
 - the experiences of employers
 - the importance of education, skills and training
- (8 marks)

TARGET: Key Ideas 1, 2 & 3, Assessment Objective 1

LEVEL 1: Some simple statements implying knowledge about one effect from the list e.g people lose their jobs 1-2

LEVEL 2: Generalised assertions or list style answer
eg. new technology replaces people skills, lose their jobs

With some comment from one or more of the bullet points 3-4

LEVEL 3: Shows knowledge of more than one effect and explains them.
Uses examples from own studies to illustrate answer.
And will cover **at least two** relevant aspects:
e.g:

- work becomes easier / quicker / more productive
- new technology makes labour redundant
- employees have to better educated / skilled / trained
- employers increase production / productivity / profits
- better trained workers get paid more / cost more

Mark allocation decided by range / depth of points / use of own studies 5-6

LEVEL 4: At this level response should:

Show understanding of a range of effects
Deploy information / examples in-depth from own studies to develop
Applies accurately the terminology from subject content.
Show the links between the different effects.

Answer may build to a reasoned conclusion. 7-8

5. (e) Explain how the rights of employees in the workplace are protected.
Use **Sources I and J** to support your answer. (8 marks)

TARGET: Key Idea 4, Assessment Objective 2b and d (Use of own knowledge to develop answer to be credited, to a maximum of Level 1 if there is no use of sources).

Written communication alert: The quality of written communication will determine the mark within each level. (See page 5). The descriptors below will determine the level.

Source I Statistics on the number of trade unions and their membership

Source J An extract on the range of legislation that protects workers in the workplace

LEVEL 1: One or more simple assertions extracted from the source

eg. the number of trade union membership is declining,
more laws have been passed by the Government 1-2

LEVEL 2: Simple explanation / use of **one or both sources** to support answer

Source I the number of unions has more than halved in the 30 years
Source J workers are protected by many laws such as..... 3-4

LEVEL 3: Response focuses on the question.
Presents argument supported by information drawn from **both sources** and uses relevant concepts

eg. As level 2 examples plus.....

....the number of trade unions and the number of workers who are a member of a trade union has declined because recent governments have passed a series of laws that have increased the protection for workers rights in the workplace. Workers may not see the need to be a member of a trade union to have protection, as they see the law protects them just as well 5-6

LEVEL 4: There is a clear focus on question
The explanation is logical and detailed covering a range of aspects.
It draws widely and links both sources together.
Candidates use relevant concepts from their own studies accurately

Answer may build to a reasoned conclusion 7-8

TOTAL: 24 marks