

# GCSE 2004

## *June 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.

Further copies of this Mark Scheme are available from:

Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA  
Tel: 0161 953 1170

or

download from the AQA website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2004 AQA and its licensors

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334. Registered address AQA, Devas Street, Manchester, M15 6EX.  
*Dr. Michael Cresswell Director General*

**AQA GCSE Humanities****June 2004****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 1 (d) and 2 (d). (Note that some 8-mark questions do not relate to AO2.)

Use the marking scheme for the relevant sub-question, e.g. 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 descriptor, award the higher mark, e.g. 6 marks.

If the answer does not meet the requirements, award the lower mark, e.g. 5 marks.

Note that the QWC level descriptors are to be applied in 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</u>		<u>Marks</u>
Level 1	<ul style="list-style-type: none"> <li>• Style of writing is simple for the subject matter.</li> <li>• Simple expression of ideas, description; uses few or no specialist terms.</li> <li>• Limited accuracy in the use of English.</li> </ul>	1-2
Level 2	<ul style="list-style-type: none"> <li>• Style of writing is appropriate for the subject matter.</li> <li>• Good expression of ideas; uses some of specialist terms appropriately.</li> <li>• Reasonable accuracy in the use of English.</li> </ul>	3-4
Level 3	<ul style="list-style-type: none"> <li>• Style of writing is developed, but could be improved.</li> <li>• Reasonable clarity and fluency of expression of ideas, uses a range of specialist terms appropriately.</li> <li>• Considerable accuracy in the use of English.</li> </ul>	5-6
Level 4	<ul style="list-style-type: none"> <li>• Style of writing is developed well.</li> <li>• Organises relevant information and ideas clearly and coherently, uses a wide range of specialist vocabulary appropriately.</li> <li>• Accurate in the use of English.</li> </ul>	7-8

1. (a) Using **Source A**, give two ways in which the tipi (tent) was an important part of the Sioux way of life. (2 marks)

TARGET: Key Idea 1, Assessment Objective 2

One way for one mark, e.g. mobility, centre of Sioux life. 1

Second way for second mark. 2

---

1. (b) From **Source B**, name **two** tasks that Sioux women carried out. (4 marks)  
From **Source B**, name **two** tasks that Sioux men carried out.

TARGET: Key Idea 2, Assessment Objective 2

1 mark for each task given.

e.g. Women's tasks – tipi erection, transportation, food and water, taught children, contacted spirits.

Men's tasks – hunting, decorating the tipi, horsemanship, warriors. 2+2

---

1. (c) Use **Sources A and B** to show that the Sioux had their own culture. (4 marks)

TARGET: Key Idea 3, Assessment Objective 2

LEVEL 1 : Application of the Source/s to argue that the Sioux had their own culture. Likely to be mainly lifted from the Source/s. 1-2

LEVEL 2 : Uses the Source information to develop the illustration of Sioux culture and reasons for its distinction, e.g. had their own beliefs in their culture, they would..... different/not normal in other cultures. 3-4

---

1. (d) Using information from **Sources A, B, C and D**, explain why the Sioux way of life changed. (8 marks)

TARGET: Key Ideas 2, 3 and 4, Assessment Objective 2

**Written communication alert: the quality of written communication will determine the mark within each level. See page 3. The descriptors below determine the level.**

A good answer will have clear structure that focuses on the question by applying understanding of relevant concepts gained from the course and using evidence from the sources to back up arguments.

LEVEL 1: Describes change(s) from one Source at a simple level. Straight copy from Source = 1 mark.	1-2
LEVEL 2: Describes changes from more than one Source. Straight copy from Sources = 3 marks	
<b>OR</b> Gives one reason why the Sioux way of life changed, e.g. “They were forced to live on reservations to become one of us”.	3-4
LEVEL 3: Develops two or more reasons why the Sioux way of life changed, using the Sources.	5-6
LEVEL 4: An answer which uses the Sources and clearly explains why the Sioux way of life changed, showing an understanding of a range of causes.	7-8

1. (e) People have different views about the importance of nature and nurture in shaping who we are. Write a short essay about the nature/nurture debate. In your answer you should:

- explain the different views;
- use examples from your studies;
- give your own conclusion on the debate. (8 marks)

TARGET: Key Idea 2, Assessment Objective 1

LEVEL 1: Some <b>basic</b> recall with simple description of the nature <b>or</b> nurture side of the argument, may well be implicit at this level.	1-2
LEVEL 2: Some recall and understanding. The terms nature and nurture are understood, both for 4 marks, one for 3 marks.	3-4
LEVEL 3: Recalls a range of relevant knowledge mostly accurately. Uses appropriate concepts to explain why nature <b>or</b> nurture is a more likely explanation or why both are important.	5-6
LEVEL 4: Recalls a comprehensive range of relevant knowledge accurately and in some detail. Uses appropriate concepts accurately to explain links between the two aspects <b>and</b> concludes satisfactorily upon their own point of view on the debate. Conclusion based on reasoning.	7-8

**TOTAL: 26 marks**

2. (a) From your studies, describe what is meant by the terms ‘pacifism’ and ‘force’. Give an example of **each**. (4 marks)
- TARGET: Key Idea 4, Assessment Objective 1
- 1 mark **each** for defining the terms.  
e.g. Pacifism is not fighting, force is fighting. 2
- 1 mark **each** for giving the examples. 2
- 
2. (b) From your studies, describe **two** effects of conflict between individuals. (4 marks)
- TARGET: Key Idea 2, Assessment Objective 1
- 1 mark each for an effect correctly identified (up to 2 effects).  
e.g. Divorce, depression, injuries, economic.
- 1 mark for each brief accurate description of effects, e.g. could be psychological, social, economic. 2+2
- 
2. (c) From your studies, explain what methods might be successful in resolving a conflict within the **community**. (8 marks)
- TARGET: Key Idea 1, Assessment Objective 1
- ‘Community’ is to be interpreted in its widest sense.
- LEVEL 1: Basic/simple assertion about bringing sides together, e.g. getting people to talk. 1-2
- LEVEL 2: Describes a case study or gives examples which show a way of resolving a conflict/lists without explanation or context. 3-4
- LEVEL 3: Shows knowledge of relevant concepts. May adopt a case-study approach or a considered concept approach. E.g. compromise, negotiate, mediate, arbitrate. 5-6
- LEVEL 4: The essay will be developed in terms of the attempts at resolution **and/or** their success. Examples and concepts fully developed. 7-8
-

2. (d) **Sources E and F** give some information about the Iraq conflict of 2003. Use **Sources E and F** to explain why people hold different views about the causes of the Iraq conflict.

(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 3. The descriptors below determine the level.**

LEVEL 1:	Makes some simple comments about the sources or the conflict in general, probably lifting or quoting from the information in the sources. E.g. Iraq has lots of oil, the invasion of Kuwait by Iraq.	1-2
LEVEL 2:	Gives/describes/asserts two reasons for the conflict or two views on the conflict. E.g. US and Iraq had different views following the First Gulf War.	3-4
LEVEL 3:	Explains the different views using the sources.	5-6
LEVEL 4:	Explains in detail the different views. Shows connections between causes. Draws on the available material to conclude. Shows an appreciation of the timespan involved. Could develop economic/political differences explicitly, e.g. invasion led to UN sanctions.	7-8

---

**TOTAL: 24 marks**

---

3. (a) Name **two** environmental issues. (2 marks)
- TARGET: Key Ideas 3 and 4, Assessment Objective 1
- 1 mark per issue.  
e.g. deforestation, cars, CFCs, pollution, acid rain, Gatwick airport, global warming, nuclear power, oil spills.  
(Maximum of 2 marks) 2
- 
3. (b) Name **two** methods used by environmental pressure groups to change people's attitudes on an environmental issue. (2 marks)
- TARGET: Key Ideas 3 and 4, Assessment Objective 1
- 1 mark per method.  
e.g. Petition, demonstration, letters to Parliament, protest, bombing etc.  
(Maximum of 2 marks) 2
- 
3. (c) Using an example from your own studies, explain how successful **one** environmental pressure group has been in influencing people's attitudes and behaviour. (4 marks)
- TARGET: Key Idea 3, Assessment Objective 1
- LEVEL 1: Describes the role of a group such as Greenpeace relying mainly on methods used. 1-2
- LEVEL 2: Explains how the group has changed attitudes with specific example/s.  
e.g. Opposition to the nuclear programme has caused changed attitudes, for 3 marks.  
For 4 marks qualification or elaboration is needed of positive/negative outcome. 3-4
-

3. (d) **Source G** shows different ways of generating energy.

Explain how using renewable and non-renewable energy sources has different effects on the environment. (8 marks)

TARGET: Key Idea 2, Assessment Objective 1

LEVEL 1: Makes simple statements about renewable/non-renewable sources, e.g. with renewable sources we won't run out (1 mark).

**OR** One effect of using renewable/non-renewable sources.  
e.g. Causes pollution (1 mark). The use of fossil fuels causes global warming (2 marks). 1-2

LEVEL 2: Makes statements that show some understanding of the differences between renewable and non-renewable sources and their effects, e.g. acid rain from power stations using fossil fuels.  
One effect for 3 marks, two effects for 4 marks. 3-4

LEVEL 3: Shows a good understanding of the different types of energy generation.  
As for Level 2 but with more effects. 5-6

LEVEL 4: Thorough understanding and a realistic appreciation of some of the environmental effects, both positive and negative. 7-8

## 3. (e) From your studies, show how people interact with a large-scale ecosystem. Examples include a tropical rainforest and a marine ecosystem. In your answer you should:

- identify the large-scale ecosystem you have chosen;
- describe that ecosystem;
- explain how people interact with that ecosystem in different ways. (8 marks)

TARGET: Key Ideas 1 and 2, Assessment Objective 1

LEVEL 1: Makes simple statements about the ecosystem. E.g. showing some understanding of the working of the ecosystem/ some understanding of human interaction. 1-2

LEVEL 2: Describes the ecosystem simply. Gives some ways that humans use it. E.g. The rainforest is a massive area of land in the tropics. People are trying to protect it because it is getting scarce. 3-4

LEVEL 3: Explains different/competing human interests and effects. 5-6

LEVEL 4: Explains the interaction in detail making comprehensive use of own knowledge and showing the interaction and effect of more than one group of people's interests. 7-8

---

**TOTAL: 24 marks**

---

