



General Certificate of Education

General Studies 5761

Specification A

GA3W **Society, Politics and the Economy**

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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Unit 3

(GA3W Society, Politics and the Economy)

INTRODUCTION

The nationally agreed assessment objectives in the QCA Subject Criteria for General Studies are:

- AO1** Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
- AO2** Communicate clearly and accurately in a concise, logical and relevant way.
- AO3** Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data, concepts and opinions.
- AO4** Demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations.

- The mark scheme will allocate a number or distribution of marks for some, or all, of the above objectives for each question according to the nature of the question and what it is intended to test.
- Questions 2, 3, 4 and 5 are based on *levels* which indicate different qualities that might be anticipated in the response of candidates. The levels take into account a candidate's knowledge, understanding, arguments, evaluation and communication skills as appropriate.
- *Indicative content* is provided as a guide for examiners. It is not intended to be exhaustive and other valid points must be credited. Candidates do not have to cover all points mentioned to reach Level 3.
- Half-marks are not to be awarded.
- A response which bears no relevance to the question should be awarded no marks.

Distribution of marks across the questions and assessment objectives for GA3W

Question Numbers		Q1	Q2	Q3	Q4	Q5	AO marks per unit
Assessment Objectives	1	2	3	2	2	4	13
	2	-	2	2	2	4	10
	3	3	2	3	2	3	13
	4	-	3	3	4	4	14
Total marks per Question		5	10	10	10	15	50

Q1 Read Source A

Using evidence only from Source A, identify *five* ways in which it might be possible to encourage families to sit down together at mealtimes.

(5 marks)

The essential requirement is that candidates need to use their ability to comprehend the source and *identify* five ways in which it might be possible to encourage family members to eat together as a family at mealtimes. No explanation is required and, although some candidates will use at least some of their own words, those who do not should not be penalised in this instance. No credit can be given for any information used that is not taken from the source.

Indicative content:**Key point****Amplification**

- | | |
|-----------------------|---|
| • Sociability | Kitchen/dining room should be seen as the hub of family life / place where children learn to be sociable. |
| • Regular Mealtimes | Importance of regular mealtimes / discouraging snacking. |
| • Recording / Excuses | Parents should not accept feeble excuses for missing meals / TV programmes can be recorded. |
| • Individual tasks | Allocating a specific mealtime task to each child. |
| • Planning | Meals can be planned to take into account people's daily programme at work / school. |
| • Preparation | Preparation of clothes / breakfast table can be done the night before. |
| • Sunday lunch | Sunday lunch should be sacred / Sunday lunch as a special family mealtime. |

1 mark for any of the above points to a maximum of 5.

General Mark Scheme for Questions 2, 3 and 4

Level of response	Mark range	Criteria and descriptors for assessment objectives 1–4
LEVEL 3	8 – 10	<p>Good knowledge and understanding.</p> <p>Good knowledge and understanding demonstrating overall grasp of the range and nature of issues (AO1). Capacity to select and interpret evidence to present relevant arguments, analysis and exemplification (AO3). Some understanding of different types of knowledge and their limitations in reaching a conclusion (AO4). Ability to communicate clearly and accurately in a fluent and organised manner (AO2).</p>
LEVEL 2	4 – 7	<p>Reasonable knowledge and understanding.</p> <p>Modest to quite good knowledge and understanding demonstrating some grasp of some key issues (AO1). Some ability to select and sometimes interpret evidence to present some arguments and exemplification (AO3). Limited/no understanding of different types of knowledge and their limitations in working towards a conclusion (AO4). Modest to quite good ability to communicate in a mostly clear, accurate and organised manner (AO2).</p>
LEVEL 1	1 – 3	<p>Limited knowledge and understanding.</p> <p>Restricted/narrow knowledge and understanding of issues (AO1). Simple, perhaps mostly unexplained points – or very narrow range – with very limited use of evidence and exemplification (AO3). No understanding of different types of knowledge and their limitations in working towards a conclusion (AO4). Variable levels of communication and organisation (AO2).</p>
LEVEL 0	0	<p>No response or relevance to questions.</p>

Q2 Read Source B

Using evidence from Source B and your own knowledge, discuss both the positive and negative effects on family life if both parents go out to work.

(10 marks)

Indicative content

Positive

- If (both) parents work the family has a higher disposable income and a higher standard of living.
- Work is often good for self-esteem – may help to improve rather than impair family relationships.
- Maybe less time for parents with children but may be better quality time.
- May lead to reduced tension if parents work. Teenagers often prefer to be with peers rather than parents.
- Children may learn to take responsibility.

Negative

- Long (and especially anti-social) working hours can produce tiredness, stress and tension in family.
- Opportunities for socialisation may be more restricted.
- Younger children in particular may lose out on support for activities such as reading.
- Weakening parental control. Parents may not be able to supervise/check on what their children are doing.
- Family life appears less valued. Work and the demands of the 24-hour economy seem more important.

Any other valid positive or negative effects should be credited.

Maximum of 6 marks for candidates who deal only with one half of the question.

Q3 Read Source C

What do you consider to be the strengths and weaknesses of Source C? Use examples from the source to support your answer.

(10 marks)

Indicative content

Strengths

- Research has advantage of combining both survey evidence and sociological research.
- Published in 2006, therefore up-to-date (bearing in mind that the paper was set in 2006).
- Offers a sense of historical perspective, citing experience of 30 years ago.
- Gives some quantifiable evidence by quoting percentages.
- Has a sense of balance offering positive outcomes (e.g. more quality time spent by children with parents) of modern childhood but tempered by examples such as perceptions of today's parents as workaholics.
- Includes quote from respected authority figure (Archbishop of Canterbury) offering some insight into one reason for increasing family breakdown.
- *The Times* is usually regarded as a reliable source.

Weaknesses

- Reader is not given any information about *Future Foundation*, the research body concerned.
- Not always a clear distinction between facts from the survey and opinions such as "the experience of childhood 30 years ago is often romanticised".
- Some use of generalisation/stereotype (looking back to a time when fathers supposedly worked while women stayed at home "cooking and cleaning").
- Doesn't quote the view of any child directly.
- Possible bias of Archbishop of Canterbury (the only parent quoted directly) and his sweeping statement based on the belief that "a generation of 'infant adults' was growing up violent and dysfunctional".

Any other valid strength or weakness of the source should be credited.

Maximum of 6 marks for candidates who refer only to either strengths or weaknesses.

Q4 Read Source D

Using evidence from Source D and your own knowledge, discuss the view that the move towards a surveillance society may both threaten and protect the family.

(10 marks)

Surveillance as a threat

- People have a right to privacy. Use of CCTV growing rapidly. More in UK than any other European country and probably more per head than anywhere else in the world.
- Mistakes can be made interpreting photographs/images.
- People never aware how often they are being checked or what might happen to the information/data that is gathered.
- Data Protection Acts may provide limited safeguards for individuals. Rarely clear how much surveillance is sanctioned by parliament.
- Names and addresses are often 'sold on' to third parties, contributing to the amount of junk mail that we receive.

Surveillance as protection

- Dangers of terrorism mean that maximum security is necessary especially at airports.
- CCTV in public places increases personal security.
- CCTV may provide vital evidence for police if a crime is committed.
- Credit card companies quick to alert their customers if unusual spending patterns suggest fraudulent use of card.
- Widespread use of mobile phones has helped parents to keep in touch much more readily with children, especially teenagers, socialising.
- Databases are a much more effective way of storing and retrieving essential information (which might be needed for a medical emergency) than paper-based systems.

Any other valid examples of surveillance as threat to/protection of family members should be credited.

Maximum of 6 marks for candidates who deal only with threat or protection.

Mark Scheme for CONTENT (AO1, AO3, AO4) for Question 5

Level of response	Mark range	Criteria and descriptors
LEVEL 3	9 - 11	<p>Good knowledge and understanding.</p> <p>Good to very good knowledge and understanding demonstrating overall grasp of the range and nature of issues (AO1). Capacity to select and interpret evidence to present relevant arguments, analysis and exemplification (AO3). Some understanding of different types of knowledge and their limitations in reaching a conclusion (AO4).</p>
LEVEL 2	5 - 8	<p>Reasonable knowledge and understanding.</p> <p>Modest knowledge and understanding demonstrating some grasp of relevant issues (AO1). Some ability to select and sometimes interpret evidence to present some arguments and exemplification (AO3). Limited/no understanding of different types of knowledge and their limitations in working towards a conclusion (AO4).</p>
LEVEL 1	1 - 4	<p>Limited knowledge and understanding.</p> <p>Restricted/narrow knowledge and understanding of issues (AO1). Simple, perhaps mostly unexplained points – or very narrow range – with very limited use of evidence and exemplification (AO3). No understanding of different types of knowledge and their limitations in working towards a conclusion (AO4).</p>
LEVEL 0	0	<p>No response or a response that is wholly irrelevant.</p>

Mark Scheme for COMMUNICATION (AO2) for Question 5

- 4 marks:** Clear organisation, structure and relevance; fluent with only minor errors in expression, spelling, punctuation and grammar.
- 3 marks:** Mostly clear organisation, structure and relevance; mostly fluent with few errors in expression, spelling, punctuation and grammar.
- 2 marks:** Often limited organisation and structure and/or limited relevance; linked fluency with some errors in expression, spelling, punctuation and grammar.
- 1 mark:** Lacking organisation, structure and fluency and/or very limited relevance/bullet-pointed answer. Frequent errors in expression, spelling, punctuation and grammar.
- 0 marks:** No response or response that is wholly irrelevant.

Note:

- A totally irrelevant response should receive 0 marks for communication.
- Responses at **Level 1** for **content** should be awarded up to 2 marks for communication.
- Responses at **Level 2** for **content** should *normally* be awarded up to 3 marks for communication.
- Responses at **Level 3** for **content** may be awarded up to 4 marks for communication.
- The mark for **COMMUNICATION** must not exceed the mark for **CONTENT**.

AO1: 4 marks; AO2: 4 marks; AO3: 3 marks; AO4: 4 marks

Q5 Read Source E

Using information from Source E, one other source and your own knowledge, explain how and why the structure of the family has changed in the last 30 years

(15 marks)

Information from Source E

- Marriage not valued as much as it has been in the past.
- Growing acceptability of different relationships (e.g. same sex).
- Fewer social taboos and less stigma.
- Changing role of women: they are much more independent with many more job opportunities and greater legal protection.
- Increased personal freedom/less personal responsibility.

Information from other sources

- Families far less likely to eat together at mealtimes – decline in family dynamics. Influence of TV, other activities, ready meals. **(Source A)**
- More families where both parents work, often unsocial hours. Demands of a 24-hour economy. **(Source B)**
- Sacrifices (neglect of spouses/partners) which may be made by busy working parents trying to grab time with their children. Perception of parents as workaholics with work as their central focus, spending less time with their children. **(Source C)**
- Impact of new technology/surveillance on family life. **(Source D)**

Own knowledge

- Older perceptions of family as married couple with 2.4 children have changed. Wider recognition of single parent families, same sex families, stepfamilies etc.
- Increased social and economic diversity, often through migration/greater geographical mobility, has brought different family arrangements.
- Extension of education/cost of housing means more children live at home for longer.
- Family rather than the State is increasingly required to provide carers for elderly members who are living longer.
- More relaxed attitudes to divorce. Changing legislation has made divorce easier to obtain.
- Legalisation of civil ceremonies.
- More secular society. Declining influence of mainstream religion.
- Changing technology leading to more individualised leisure pursuits.

Any other valid points from sources or own knowledge should be credited.