



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCSE

### Social Science

3101

### Foundation

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## Section A

Question and section of study	AO	Marks	Max	Commentary and example responses
A1(a) Section 2: Distribution of Income and Wealth	(AO2)	1	1	100%.
A1(b) Section 2: Distribution of Income and Wealth	(AO1)	1 2	2	Definition of either income or wealth or a characteristic of one without reference to the other.  Income refers to earnings, whereas wealth refers to the value of owned goods – or any other answer which identifies a characteristic of each and shows a difference between them.
A2(a) Section 3: The extent and effects of crime	(AO2)	1	1	(Slightly less than) 1 million.
A2(b) Section 3: The extent and effects of crime	(AO2)	1	1	3%.
A2(c) Section 3: Courts and sentencing	(AO1)	1 2	2	One example} From the range of sentences, e.g. fine, community service, suspended sentence, Two examples} detention centre.
A3 Section 1: Socialisation	(AO1)	1-2 3-4	4	Level 1: Minimal point(s), with some reference to education. Examples, if offered, are uncritically selected from the source.  Level 2: Clear attempt to accurately identify both terms. A range of points offered which relate to the question, e.g. Formal = structured, trained people, specified purpose, in school. Informal = haphazard, peers/family, ad hoc.

Question and section of study	AO	Marks	Max	Commentary and example responses
A4 Section 4: Power and authority	(AO1)	1-2  3-4	4	Level 1: One or other system described, but not both. Minimal point(s) relating to one or other, or generalizations regarding freedom. One clear difference = 2 marks.  Level 2: Two clear and appropriate differences, e.g. Democracy = freedom of assembly, speech, choice, belief. Opposition is allowed. People can vote. Totalitarianism = few freedoms (if any), no choice, no opposition, no elections, often military.
A5(a) Section 1: Family structure, roles and functions	(AO1)	1	1	Nuclear.
A5(b) Section 1: Family structure, roles and functions	(AO1)	1	1	Vertically extended.
A5(c) Section 1: Family structure, roles and functions	(AO1)	1	1	One of, e.g. reconstituted, lone-parent, tribal kinship network.  Named or described with reasonable accuracy.
A6(a) Section 2: Economic growth	(AO1)	1	1	One reasonable example, e.g. improved standards of living, employment opportunities, range of goods available.
A6(b) Section 2: Economic growth	(AO1)	1	1	One reasonable example, e.g. cheap imports can raise prices, danger of inflation, environmental damage.

## Section B

Question and section of study	AO	Marks	Max	Commentary and example responses
B7(a)(i) Section 3: The extent and effects of crime	(AO2)	1	1	1993.
B7(a)(ii) Section 3: The extent and effects of crime	(AO2)	1	1	0.7 million (700,000).
B7(a)(iii) Section 3: The extent and effects of crime	(AO2)	1  2	  2	A general point that there is an overall increase in the rate for towns and for cities, or responses which deal only with the pattern for towns <b>or</b> cities.  Responses which clearly show that there are fluctuations in the rates for towns and for cities, and in the overall rate. There should be at least one example to illustrate the fluctuations.
B7(b) Section 3: The extent and effects of crime	(AO1)	1-2  3-4  5-6	   6	Level 1: Limited knowledge about differences between rural and urban areas, which are not explicitly applied to the question, <i>e.g. there are more people in towns than in the countryside.</i>  Level 2: Uses some basic knowledge to give one or two simple reasons, <i>e.g. Greater concentration of police in urban areas. Gemeinschaft and Gessellschaft (in their own words). Opportunities available.</i>  Level 3: Responses which use a range of knowledge and some relevant terms and concepts to explain reasons such as those in Level 2 in some depth, or deal briefly with a greater number. Problems with crime statistics only at this level if explicitly related to the question.
B7(c)(i) Section 1: Socialisation	(AO1)	1  2	  2	For any one of family, education, religion, mass media, peer group.  Any two from the above list.

Question and section of study	AO	Marks	Max	Commentary and example responses
B7(c)(ii) Section 1: Socialisation	(AO1)	1		A generalised response which shows understanding of <i>socialisation</i> but does not relate this to the question.
		2	2	Responses which deal with <b>either</b> faulty socialisation <b>or</b> with conscious transferral of deviant sub-cultural values (or with both, but that is not required for full marks).
B7(c)(iii) Section 1: Socialisation	(AO1)	1		A brief reworking of the source, or a personalised but relevant anecdote, which shows understanding of the concept of labelling.
		2	2	In their own words, candidates offer applications of the self-fulfilling prophecy or the concept of deviant career/stigma response, <i>e.g. accepting a label and living up/down to it.</i>
B7(d) Section 1: Socialisation and Section 1: Cultural Diversity	(AO1)	1-2		Level 1: Minimal responses which make one or two points about discrimination, <i>e.g. sexism in the media, racist attacks.</i> Answers which deal exclusively with either gender or ethnicity, rather than both, are likely to be in this level.
		3-4		Level 2: Responses which offer a limited amount of relevant information applied to both elements of the question, <i>e.g. legislation,</i> and at least two of <i>improved examination performance, changes in social class distribution, influences on music, public personalities etc.</i>
		5-6	6	Level 3: A range of evidence and information is offered and applied to both elements of the question and taken from the list in Level 2. There should also be at least an implied awareness of limitations, <i>e.g. suggestions of institutionalised racism and sexism.</i>

Question and section of study	AO	Marks	Max	Commentary and example responses
B8(a) Section 2: The UK economy in relation to EU and world markets	(AO1)	1	2	One reason
		2		Two reasons  e.g. loss of sovereignty, UK money controlled by 'foreign bankers', fears of weakened currency etc.
B8(b) Section 4: The European Union	(AO1) and (AO2)	1	2	Level 1: Identifies some differences between treaty and legislation, that EU membership allows common action but also disagreement.
		2		Level 2: Responses explain in more depth, and offer examples of other instances e.g. UK opting out of the Social Chapter of the Maastricht Treaty, UK drivers drive on the left, etc.
B8(c) Section 4: The European Union	(AO1)	1-2	6	Level 1: Responses correctly identify <i>either</i> the Council of Ministers <b>or</b> the European Parliament. Responses which discuss both but imply or state mistaken connections. Responses which transpose the institutions.
		3-4		Level 2: Responses which show understanding that one is directly elected, the other composed of ministers of member governments. Therefore the institutions are answerable to different constituencies.
		5-6		Level 3: Responses which clearly identify which is which in Level 2, and explicitly address the issue of roles.
B8(d)(i) Section 4: The European Union and Section 2: The UK economy in relation to EU and world markets	(AO1)	1-2	4	One mark for each of two benefits stated. Responses which identify two benefits, without describing either, will also be in this band.
		3-4		Two marks for correct identification and two for appropriate description, e.g. single market = lower tariffs, freedom of movement = larger pool of workers.
B8(d)(ii) Section 4: The European Union	(AO1)	1-2	4	One mark for each of two correctly identified effects of the EU on European citizens, e.g. freedom of movement across international borders, legislation from European Parliament (2 correctly identified pieces of legislation = 2 marks), CAP.

**Section C****Quality of Written Communication**

The following descriptors concerning the quality of written communication must be applied to **all** questions in which candidates are required to produce extended writing in Section C. To attain full marks available at a level of response, the appropriate Quality of Written Communication must be achieved.

**Four-level descriptors**

- Level 1**
- Style of writing is simple for the subject matter.
  - Expression of simple ideas, description, etc., uses a limited range of specialist terms.
  - Limited accuracy in the use of English.
- Level 2**
- Style of writing is appropriate for the subject matter.
  - Good expression of ideas with a reasonable description/explanation; uses a range of specialist terms appropriately.
  - Reasonable accuracy in the use of English.
- Level 3**
- Style of writing is developed, but could be improved.
  - Reasonable clarity and fluency of expression of ideas, detailed description/explanation; uses a good range of specialist terms, when appropriate.
  - Considerable accuracy in the use of English.
- Level 4**
- Style of writing is developed well.
  - Organises relevant information and ideas clearly and coherently, to produce a very good, convincing explanation; used a wide range of specialist vocabulary, when appropriate.
  - Accurate in the use of English.

Question and Section of Study	AO	Marks	Max	Commentary and example responses
C9(a) Section 1: Influences on human behaviour	(AO1)	1  2-3  4-5	5	<p>Level 1: Provides an example of nature or nurture, or of behaviour.</p> <p>Level 2: Shows understanding of nature and nurture as opposing concepts, concentrating on one side of the debate.</p> <p>Level 3: Deals evenly with the debate, showing understanding of both terms and offering some evidence within the notion of a continuum.</p>
C9(b) Section 1: Influences on human behaviour	(AO1)	1-3  4-6  7-8  9-10	10	<p>Level 1: Very general with little if any social scientific language. Tending to list factors rather than discussing them. Reworking of answers to C9(a). Anecdotal and rarely, if ever, offering evaluation.</p> <p>Level 2: Beginning to show social scientific awareness in recalling some appropriate data and material. Explaining how specific factors influence specific behaviour. Clear attempt to answer the question, considering ranked importance at least by implication. Some relevant terminology used.</p> <p>Level 3: Responses show an understanding of the question and recall a range of appropriate data and material. Attempts are made to relate information to the question, and to rank factors by importance, with justifying comments. There is awareness of a range of factors and an attempt to balance discussion, perhaps through cultural, regional, age variations. Understanding is shown and appropriate technical language is used.</p> <p>Level 4: Identification of factors such as primary and secondary socialisation, with clear and appropriate examples given. Concepts such as peer pressure, media effects and ideology might appear in less specific language. Responses will consider a range of data applied to the question, showing an understanding and application of a range of data.</p>



Question and Section of Study	AO	Marks	Max	Commentary and example responses
	(AO2)	1-3 4-6 7-8 9-10	10	<p>Level 1: Offers little evaluation and any examples given are of limited relevance.</p> <p>Level 2: Makes a few comparative points offering one or two generalized examples.</p> <p>Level 3: There are comparative comments and an attempt at an appropriate conclusion. Identifies a range of appropriate examples and some attempt to discuss these.</p> <p>Level 4: Clear discussion and evaluation, including an explicit conclusion. Identifies and discusses, showing awareness, relevance and application.</p>
C10(a) Section 2: Creation of Wealth	(AO1)	1 2-3 4-5	5	<p>Level 1: Responses make general reference to work or organization of work.</p> <p>Level 2: Responses explain idea of separated tasks for greater efficiency of production. An example, such as factory mass production or Fordism, might be offered.</p> <p>Level 3: Deals evenly with the concept, applying it in context and identifying it as one of several approaches to rationalizing production.</p>

Question and Section of Study	AO	Marks	Max	Commentary and example responses
C10(b) Section 2: Creation of Wealth	(AO1)	1-3	10	Level 1: Very general with little if any social scientific language. Tending to list factors rather than discussing them. Reworking of answers to C10(a). Anecdotal and rarely, if ever, offering evaluation.
		4-6		Level 2: Beginning to show social scientific awareness in recalling some appropriate data and material. Some reference to previous structures in comparison, possibly implicit, to current structures. References might be local/national/international. Some relevant terminology used.
		7-8		Level 3: Responses show an understanding of the question and recall a range of appropriate data and material. Attempts are made to relate information to the question, and to discuss reasons for, or effects of, changes. There is awareness of a range of factors. Understanding is shown and appropriate technical Language is used.
		9-10		Level 4: Identification of sectors such as primary and secondary, and how they have changed, with clear and appropriate examples given. Concepts such as technology, global markets, cheap labour, etc will be used appropriately. Responses will consider a range of data applied to the question, showing an understanding and application of a range of data.
	(AO2)	1-3	10 <b>25</b>	Level 1: Offers little evaluation and any examples given are of limited relevance.
		4-6		Level 2: Makes a few comparative points offering one or two generalized examples.
		7-8		Level 3: There are comparative comments and an attempt at an appropriate conclusion. Identifies a range of appropriate examples and some attempt to discuss these.
		9-10		Level 4: Clear discussion and evaluation, including an explicit conclusion. Identifies and discusses, showing awareness, relevance and application.

Question and Section of Study	AO	Marks	Max	Commentary and example responses
C11(a) Section 3: Purposes of Law	(AO1)	1  2-3  4-5	5	<p>Level 1: Provides an example of the ideas behind law, e.g. norms, values, mores.</p> <p>Level 2: Shows understanding of the concept of justice and consistency in the application of law.</p> <p>Level 3: Deals evenly with the idea of a Rule of Law, describing it as a principle and showing some awareness that it is an ideal.</p>
C11(b) Section 3: Types of Law	(AO1)	1-3  4-6  7-8  9-10	10	<p>Level 1: Very general with little if any social scientific language. Tending to list differences rather than discussing them. Reworking of answers to C11(a). Anecdotal and rarely, if ever, offering evaluation.</p> <p>Level 2: Beginning to show social scientific awareness in recalling some appropriate data and material. Explaining how different types of offence are legislated <b>or</b> policed <b>or</b> brought to court. Clear attempt to answer the question and some relevant terminology used.</p> <p>Level 3: Responses show an understanding of the question and recall a range of appropriate data and material. Attempts are made to relate information to the question, and to explicitly compare. There is awareness of a range of differences in both nature and purpose. Understanding is shown and appropriate technical language is used.</p> <p>Level 4: Identification of factors such as court procedures and possible outcomes, with clear and appropriate examples given. Concepts such as state, private citizen, the common good will is considered, but not necessarily in those words. Responses will consider a range of data applied to the question, showing an understanding and application of a range of data</p>

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	(AO2)	1-3 4-6 7-8 9-10	10   <b>25</b>	<p>Level 1: Offers little evaluation and any examples given are of limited relevance.</p> <p>Level 2: Makes a few comparative points offering one or two generalized examples.</p> <p>Level 3: There are comparative comments and an attempt at an appropriate conclusion. Identifies a range of appropriate examples and some attempt to discuss these.</p> <p>Level 4: Clear discussion and evaluation, including an explicit conclusion. Identifies and discusses, showing awareness, relevance and application.</p>
C12(a) Section 4: How the democratic process works		1 2-3 4-5	5	<p>Level 1: Provides an example of how or why people vote.</p> <p>Level 2: Shows understanding of the idea of (simple) majority decision making by secret ballot.</p> <p>Level 3: Clearly explains the principles of single vote, single member constituencies where it is the most votes that count, but not necessarily (an absolute) majority.</p>

Question and Section of Study	AO	Marks	Max	Commentary and example responses
C12(b) Section 4: How the democratic process works		1-3		Level 1: Very general with little if any social scientific language. Tending to list systems rather than discussing them. Reworking of answers to C12(a). Anecdotal and rarely, if ever, offering evaluation.
		4-6		Level 2: Beginning to show social scientific awareness in recalling some appropriate data and material. Explaining how specific systems work - probably some form of PR. Clear attempt to answer the question, but largely descriptive. Some relevant terminology used.
		7-8		Level 3: Responses show an understanding of the question and recall a range of appropriate data and material. Attempts are made to relate information to the question, and to explicitly compare and evaluate different methods as to whether they achieve their objective(s), with justifying comments. There is awareness of a range of factors and an attempt to evaluate. Understanding is shown and appropriate technical language is used.
		9-10		10

Question and Section of Study	AO	Marks	Max	Commentary and example responses
	(AO2)	1-3		Level 1: Offers little evaluation and any examples given are of limited relevance.
		4-6		Level 2: Makes a few comparative points offering one or two generalized examples.
		7-8		Level 3: There are comparative comments and an attempt at an appropriate conclusion. Identifies a range of appropriate examples and some attempt to discuss these.
		9-10	10 <b>25</b>	Level 4: Clear discussion and evaluation, including an explicit conclusion. Identifies and discusses, showing awareness, relevance and application.