



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

Social Science

3101

Higher

Copyright © 2003 AQA and its licensors. All rights reserved.

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 3-4	 4	Level 2: Responses show understanding of basic differences in nature of income and wealth (e.g. earnings, value of goods owned) but do not address the question. Level 3: Responses go beyond Level 2 to illustrate the importance of a range of factors; for example, that increased costs could be important, that income might have been so low that there is little wealth (e.g. because of debt repayment).
A2(a) Section 3: The extent and effects of crime	(AO2)	1	1	1 million.
A2(b) Section 3: The extent and effects of crime	(AO2)	1	1	3%
A2(c) Section 3: Courts and sentencing	(AO1)	2	2	One mark for each correct sentence, e.g. fine, community service, suspended sentence.
A3 Section 1: Socialisation	(AO1)	1-2 3-4	 4	Level 2: Definitions of either/both worth 1 mark only. For marks there must be a recognisable attempt, although limited, to explain identified differences. Examples taken only from the source will be in this band. Level 3: Responses identify clearly the differences between structured, <i>specialist</i> education and unstructured, <i>generalised</i> education. Examples will be from the source and candidates' social scientific knowledge, and/or from the source but in alternative technical language.

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 2: Definitions of either/both worth 1 mark only. For two marks there must be a recognisable attempt, although limited, to describe identified differences. Level 3: Responses identify clearly some differences between participatory, representative, elected government which allows opposition and other freedoms, and dictatorial, elite, imposed government which significantly limits freedoms.
A5 Section 1: Family structures, roles and functions	(AO1)	1-2 3-4	4	Level 2: A limited range of factors is discussed, the relevance of which are not explicitly related to specific family patterns. Level 3: A broader range of factors such as economic, cultural, environmental, legislative is identified and explicitly illustrated with appropriate examples of the influence(s) they have.
A6(a) Section 2: Economic growth	(AO1)	2	2	One mark for each benefit identified, e.g. higher standards of living, cheaper imported consumer goods, wider choice, good employment prospects.
A6(b) Section 2: Economic growth	(AO1)	2	2	One mark for each disadvantage correctly identified, e.g. exports more expensive - adverse effect on employment, potential for inflation, raising expectations.

Section B

Question and section of study	AO	Marks	Max	Commentary and example responses
B7(a) Section 3: The extent and effects of crime	(AO2)	1		An accurate statement, e.g. in all age groups, males were more likely than females to be cautioned or found guilty, or a brief description of the increase/decrease pattern.
		2	2	Two accurate statements.
B7(b) Section 3: The extent and effects of crime	(AO1)	1-2		Level 2: Uses some basic knowledge to give one or two simple reasons, e.g. Greater concentration of Police in urban areas. Gemeinschaft and Gessellschaft (in their own words). Opportunities available.
		3-4	4	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) Section 3: The extent and effects of crime	(AO1)	1		One reason stated, e.g. patterns of unemployment.
		2		One reason stated and explained, e.g. unemployment has led to areas of underclass, where some people feel rejected by society and, in turn, reject social norms and values. Or two reasons stated with minimal explanation.
		3		Two reasons stated but only one fully explained.
		4	4	Two reasons stated, both fully explained.
B7(d) Section 1: Socialisation And Section 3: The extent and effects of crime	(AO1)	1-2		Level 2: Accurate information is offered regarding two group stereotypes - age, ethnicity, rural/urban, class, gender - and their accuracy, showing limited awareness of the process of labelling.
	(AO2) (2)			

Question and section of study	AO	Marks	Max	Commentary and example responses
B7(e) Section 1: Socialisation	(AO1)	1		Identifies one factor from, <i>e.g. primary/secondary</i> socialisation - and any of the agencies which comprise these.
		2		Identifies two factors, or identifies one and describes the process, <i>e.g. by showing how the hidden curriculum works.</i>
		3		Identifies two factors but describes only one.
		4	4	Identifies and describes two factors.
B7(f) Section 1: Socialisation and Section 1: Cultural Diversity	(AO1)	1-2		Level 2: Show some understanding of both primary and secondary socialization with emphasis uneven, <i>e.g. discusses family expectations.</i>
		3-5		Level 3: Answer focuses on the question, showing an awareness of both primary and secondary socialisation as processes, dealing with a range of experiences. Explicit awareness shown of ' <i>attitudes towards</i> ', not experiences of. Examples of text-book and/or media images would be appropriate. There will be identification of at least one agency of socialisation.
		6-7	7	Level 4: A relatively sophisticated answer showing good knowledge and understanding of the concept of socialisation, <i>e.g. a very clear account of the transmission of norms and values.</i> Awareness of variations in norms - by region, subculture etc - could feature. There will be identification of appropriate agencies of socialisation/social control.

Question and section of study	AO	Marks	Max	Commentary and example responses
B8(a)(i) Section 2: UK economy in relation to EU and world markets Section 4: The European Union	(AO1) (2)	1-2	4	Level 2: Aims identified, possibly verbatim from Source 4, without discussing methods of achievement.
	(AO2) (2)	3-4		Level 3: Two aims identified and methods appropriate to these aims identified and explained, e.g. preferential levels of duty to increase trade between members.
B8(a)(ii) Section 2: UK economy in relation to EU and world markets Section 4: The European Union	(AO1)	1-2	4	Level 2: Responses identify countries such as the UK seeing identified benefits.
		3-4		Level 3: Responses also identify processes of joining EU and the change in world markets, e.g. decline of Commonwealth as trading organisation, growth of 'tiger economy' and desire to compete with it.
B8(a)(iii) Section 4: UK and the world	(AO1)	1	5	Level 1: Accurate identification of e.g. UN without describing its role.
		2-3		Level 2: Role accurately described in outline – peacekeeping, monitoring, pacification.
		4-5		Level 3: Role described in some detail, with appropriate examples offered.
B8(b) Section 4: The European Union	(AO1) (2)	1-2	4	Level 2: A reasonable accurate description of the allocation of seats by population or of range of parties across nations.
	(AO2) (2)	3-4		Level 3: Both national and party distributions are explained.
B8(c) Section 2: UK economy in relation to EU and world markets Section 4: The European Union		1	2	Responses show some understanding of the retention of independence within the EU.
		2		Responses offer at least one other example e.g. UK opting out of the Social Chapter of the Maastricht Treaty; UK drivers drive on the left, etc.

Question and section of study	AO	Marks	Max	Commentary and example responses
B8(d) Section 2: UK economy in relation to EU and world markets and Section 4: The European Union and Section 4: UK and the world	(AO1)	1-2	6	Level 2: A limited number of generally relevant points are made, which might be arguments for or against the concept of a European state.
		3-4		Level 3: Responses show understanding of the roles of institutions such as the Council of Ministers, European Parliament, and European Commissioners. Concepts such as subsidiarity and sovereignty might be raised, perhaps in less technical language.
		5-6		Level 4: Clear and balanced responses which deal with arguments for and against in appropriate language. Some evaluation of arguments should be apparent, although there is no need to offer a specific preference for or against. Reference will be made to the role of other world 'super states'.

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 Section 1: Influences on human behaviour	(AO1)	1-4		Level 1: Makes a recognisable attempt to address the question. Answers are likely to be vague, lacking in appropriate evidence and dependent upon generalisations. There is an explanation of both behaviour and influence but unclear or with only a basic understanding of terminology.
		5-8		Level 2: Showing relevant and accurate social scientific knowledge which is expressed in appropriate technical language. There is a clear awareness of nature v nurture, although one might be more emphasised than the other, and of possible influences being structural or accidental. Information and arguments are likely to address parts of the question thoroughly or the whole question in a one-sided or one dimensional way.
		9-12		Level 3: An appropriate use of social scientific data, concepts and language presented in an appropriate framework. There is an awareness of a range of factors influencing behaviour, identified and dealt with more specifically than in Level 2. Awareness of, e.g. socialisation, media effects, religion, with one or two research references.
		13-15	15	Level 4: A comprehensive range of appropriate data, concepts and language related to the question, with explicit consideration of the strengths and weaknesses of material and arguments. As Level 3, with more specific research references, e.g. Ferguson - Girls' magazines, Weber – Protestant work ethic, Bandura - Media/same sex imitation, Willis - schools, peer pressure - but not necessarily by name, and applied with understanding.

Question and section of study	AO	Marks	Max	Commentary and example responses
	(AO2)	1-3 4-6 7-8 9-10	10 25	<p>Level 1: Offers little evaluation and any examples are of limited relevance to the question.</p> <p>Level 2: Makes a few comparative points offering one or two generalized examples.</p> <p>Level 3: Comparative comments and an obvious attempt at an appropriate conclusion. Identifies a range of appropriate examples and some attempt to analyse.</p> <p>Level 4: Clear evaluation, including an explicit conclusion. Consistently explains and shows awareness of application and analysis.</p>
C10 Section 2: Creation of wealth	(AO1)	1-4 5-8 9-12 13-15	15	<p>Level 1: Makes a recognisable attempt to address the question. Answers are likely to be vague, lacking in appropriate evidence and dependent upon generalisations. There is an explanation of occupational structure but unclear or with only a basic understanding of terminology.</p> <p>Level 2: Showing relevant and accurate social scientific knowledge which is expressed in appropriate technical language. There is a clear awareness of sectors of employment, although one might be more emphasised than the other, and of local or national changes. Information and arguments are likely to address parts of the question thoroughly or the whole question in a one-sided or one dimensional way.</p> <p>Level 3: An appropriate use of social scientific data, concepts and language presented in an appropriate framework. There is an awareness of a range of factors influencing changes in employment patterns/occupational structures, identified and dealt with more specifically than in Level 2. Awareness of, e.g. world markets, trade cycles, technological effects etc., with one or two research references.</p> <p>Level 4: A comprehensive range of appropriate data, concepts and language related to the question, with explicit consideration of a wide range of factors. As Level 3, with more specific research references, e.g. Gallie, Boudon, - but not necessarily by name, and applied with understanding.</p>

Question and section of study	AO	Marks	Max	Commentary and example responses
	(AO2)	1-3 4-6 7-8 9-10	 10 25	<p>Level 1: Offers little evaluation and any examples are of limited relevance to the question.</p> <p>Level 2: Makes a few comparative points offering one or two generalized examples.</p> <p>Level 3: Comparative comments and an obvious attempt at an appropriate conclusion. Identifies a range of appropriate examples and some attempt to analyse.</p> <p>Level 4: Clear evaluation, including an explicit conclusion. Consistently explains and shows awareness of application and analysis.</p>
C11 Section 3: Types of law	(AO1)	1-4 5-8 9-12 13-15	 15	<p>Level 1: Makes a recognisable attempt to address the question. Answers are likely to be vague, lacking in appropriate evidence and dependent upon generalisations. There is an explanation of both behaviour and influence but unclear or with only a basic understanding of terminology.</p> <p>Level 2: Showing relevant and accurate social scientific knowledge which is expressed in appropriate technical language. There is a clear awareness of the 'state' and the 'individual', although one might be more emphasised than the other, and of the possibility of an imbalance in rights. Information and arguments are likely to address parts of the question thoroughly or the whole question in a one-sided or one dimensional way.</p> <p>Level 3: An appropriate use of social scientific data, concepts and language presented in an appropriate framework. There is an awareness of a range of factors influencing the process of legislation, identified and dealt with more specifically than in Level 2. Awareness of, e.g. precedent, rights, responsibilities, consumer protection with one or two research references.</p> <p>Level 4: A comprehensive range of appropriate data, concepts and language related to the question, with explicit consideration of the strengths and weaknesses of material and arguments. As Level 3, with more specific research references, e.g. von Hayek and the Rule of Law, Box and Inequal application of Law but not necessarily by name, and applied with understanding.</p>

Question and section of study	AO	Marks	Max	Commentary and example responses
	(AO2)	1-3 4-6 7-8 9-10	10 25	<p>Level 1: Offers little evaluation and any examples are of limited relevance to the question.</p> <p>Level 2: Makes a few comparative points offering one or two generalized examples.</p> <p>Level 3: Comparative comments and an obvious attempt at an appropriate conclusion. Identifies a range of appropriate examples and some attempt to analyse.</p> <p>Level 4: Clear evaluation, including an explicit conclusion. Consistently explains and shows awareness of application and analysis.</p>
C12 Section 4: How the democratic process works	(AO1)	1-4 5-8 9-12		<p>Level 1: Makes a recognisable attempt to address the question. Answers are likely to be vague, lacking in appropriate evidence and dependent upon generalisations. There is an explanation of first past the post but unclear or with only a basic understanding of terminology.</p> <p>Level 2: Showing relevant and accurate social scientific knowledge which is expressed in appropriate technical language. There is a clear awareness of FPTP and at least one other electoral system, although one might be more emphasised than the other, and of possible benefits and weaknesses of one or other or a few benefits and weaknesses of both. Information and arguments are likely to address parts of the question thoroughly or the whole question in a one-sided or one dimensional way.</p> <p>Level 3: An appropriate use of social scientific data, concepts and language presented in an appropriate framework. There is an awareness of a range of voting systems and principles of representation, identified and dealt with more specifically than in Level 2. Awareness of, e.g. different concepts of majority, the purpose(s) of government will be apparent, with one or two research references.</p>

Question and section of study	AO	Marks	Max	Commentary and example responses
		13-15	15	<p>Level 4: A comprehensive range of appropriate data, concepts and language related to the question, with explicit consideration of the strengths and weaknesses of material and arguments. As Level 3, with more specific research references, e.g. Bagehot and deferential voting, Himmelweit and instrumental voting, but not necessarily by name, and specific examples of places where PR is used, and its outcome(s), all applied with understanding.</p>
	(AO2)	1-3		<p>Level 1: Offers little evaluation and any examples are of limited relevance to the question.</p>
		4-6		<p>Level 2: Makes a few comparative points offering one or two generalized examples.</p>
		7-8		<p>Level 3: Comparative comments and an obvious attempt at an appropriate conclusion. Identifies a range of appropriate examples and some attempt to analyse.</p>
		9-10	10 25	<p>Level 4: Clear evaluation, including an explicit conclusion. Consistently explains and shows awareness of application and analysis.</p>