

GCSE 2004

June Series



Mark Scheme

Social Science (Foundation Tier) *(Subject Code 3101)*

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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Section A

Question and section of study	AO	Marks	Max.	Commentary and example responses
1(a) Section 2: Creation of Wealth	(AO2)	1	1	Anything between 66% and 69%.
1(b) Section 2: Creation of Wealth	(AO1)	1 2	2	Identification of one significant reason e.g. less likely to have major domestic responsibility, later retirement age or An explanation which refers to the reason only in terms of one gender. An explanation of the reason in explicitly comparative terms.
2 Section 2: Creation of Wealth	(AO1)	1 2	2	One appropriate reason e.g. from the list below. Two appropriate reasons e.g. intrinsic satisfaction, extrinsic satisfaction, normative behaviour, to earn money, for identity.
3(a) Section 3: Law making	(AO1)	1	1	A response which shows awareness that governments publish their plans for legislation.
3(b) Section 3: Law making	(AO1)	1	1	When the Monarch (Queen) gives (her) approval to legislation passed by Parliament.
3(c) Section 3: Law making	(AO1)	1 2	2	Precedent, Private Member's Bill, under Emergency Powers, EU. A generally accurate explanation of the identified procedure.
4(a) Section 4: Institutions of Government	(AO1)	1	1	A Member of the Cabinet; someone with responsibility for a Government Department; a member of the Government.
4(b) Section 4: Institutions of Government	(AO1)	1	1	Senior Ministers who head Government departments.

Question and section of study	AO	Marks	Max.	Commentary and example responses
5(a) Section 1: Mass Media	(AO1)	1	1	A generalised label regarding the nature of a group or individual.
5(b) Section 1: Mass Media	(AO2)	1 2	2	Either creates unhappiness/dissatisfaction or hides the extent of problems within families. Both effects identified.
6 Section 1: Cultural Diversity	(AO1)	1 2 3	6	An ethnic group may be identified with a brief statement of prevailing attitude e.g. tendency towards arranged marriages. A series of statements without description will be in this band. As above, with some description of at least one identified attitude. As above, with more than one prevailing attitude described and appropriate group identified. <hr/> A second ethnic group may be identified with a brief statement of prevailing attitude e.g. tendency towards arranged marriages. A series of statements without description will be in this band. As above, with some description of at least one identified attitude. As above, with more than one prevailing attitude described and appropriate group identified. <i>No marks are available for comparisons. 'Ethnic group' requires more than broad generalisation e.g. 'Asian' is too general, Indian/Hindu, Muslim, Pakistani, Chinese etc would be appropriate. Other minority ethnic groups could be offered, as could the majority ethnic group.</i>

Section B

Question and section of study	AO	Marks	Max.	Commentary and example responses
7(a)(i) Section 1: Mass Media	(AO2)	1	1	The Sun
7(a)(ii) Section 1: Mass Media	(AO2)	1	1	651,946
7(b) Section 1: Mass Media	(AO1)	1 2 3 4	4	One or more appropriate differences given but none described. One difference described or two characteristics of one type but no reference to the other e.g. <i>tabloids are small and use simple language.</i> Two differences given but only one described. Two differences described e.g. <i>tabloids are smaller and use simpler language.</i> <i>Appropriate differences could refer to size, language, nature of news coverage, TV celebrity coverage, circulation, use of photographs, offers, features etc.</i>
7(c)(i) Section 1: Mass Media	(AO2)	1	1	One of 'to attract larger audiences' or 'to make money'.
7(c)(ii) Section 1: Mass Media	(AO2)	1	1	It has made people more fearful/or how the effect may be achieved.
7(d) Section 3: Rights and Respons-ibilities	(AO1)	1 2	2	One appropriate answer e.g. alarms, marking property, Neighbourhood Watch etc. Two distinct and appropriate suggestions (more than one type of alarm does not earn two marks).
7(e)(i) Section 3: The extent and effects of crime	(AO2)	1	1	Burglary.

Question and section of study	AO	Marks	Max.	Commentary and example responses
7(e)(ii) Section 3: Courts and Sentencing AND The extent and effects of crime AND Rights and Responsibilities	(AO1)	1 2 3	3	Identifying an appropriate voluntary group or groups (e.g. Residents' Association) without explaining its/their relevance or identifying a police role e.g. community officers, without explaining. Explaining an appropriate role, with reference to police but not to voluntary agencies, or explaining how a voluntary group can reduce crime (e.g. Neighbourhood Watch) with no mention of police. An appropriate explanation which explicitly links police and voluntary agency.
7(f) Section 3: The extent and effects of crime AND Section 1: Mass Media	(AO1)	1-2 3-4 5-6	6	Level 1: Responses deal only with for or against. Those which only identify stereotypical 'name and shame' offences such as paedophilia will gain one mark only, no matter how long the list provided. Level 2: Responses which recognise there are two sides to the argument, although there is likely to be imbalance. Level 3: Responses which clearly identify issues such as 'public good', 'punishment', 'right to know' on one side, and 'danger of misinformation', 'already punished', 'right to privacy' on the other. There should be clear understanding and recognition of both sides, even if candidates show a preference either way.
8(a)(i) Section 2: Distribution of income and wealth	(AO2)	2	2	A one-sided approach. That it can take more from the wealthier and therefore give more to the less well off.
8(a)(ii) Section 2: Distribution of income and wealth	(AO1)	1 2 3 4	4	One reason identified but not described. Two reasons identified but not described, or only one cause identified and explained. Two reasons identified but only one described. Two reasons identified and described e.g. unevenness of earnings, inheritance, different family demands (size?). <i>Descriptions must explicitly relate to the cause and to the question. Definitions of wealth will get no marks.</i>

Question and section of study	AO	Marks	Max.	Commentary and example responses	
8(b)(i) Section 2: Economic Growth	(AO1)	1	2	Identification only of any one or more of the factors of production, e.g. land, labour, capital, entrepreneurship. Or for descriptions of one or more of the factors where an appropriate identifying term is not used.	
		2		One of the factors (above) is identified and described, e.g. 'Land' – property or possession of raw materials 'Labour' – the ability to work or the workforce 'Capital' – wealth or access to investment 'Entrepreneurship' – ideas & enterprise	
8(b)(ii) Section 2: Economic Growth	(AO1)	1-2 3-4	4	Generalised answer relating to unemployment or to decline of primary/secondary industries. Responses which relate to supply and demand (without necessarily using the phrase) e.g. overproduction to stock-piling and supply exceeding demand or fall in prices leading to potential fall in profits/dividends therefore wage bill reduced. Indicating that unemployment may be temporary and/or that reduced hours/wages are alternative outcomes only get four marks if following from the above.	
8(c)(i) Section 4: Power and Authority	(AO1)	1 2		2	A definition of democracy e.g. Government of, for, by the people or one appropriate characteristic. Responses which put this in the context of a society e.g. one which involves people in decision-making and allows a range of freedoms.
8(c)(ii) Section 4: How the democratic process works	(AO1)	1-2 3-4 5-6	6	Level 1: A one-sided outline of e.g. a particular group or a list (no matter how long) of influential groups or generalized reasons (e.g. groups). Level 2: An attempt to explain why at least one group has more influence than another, referring to the nature of the groups and how they achieve influence e.g. insider roles, personal/party/old school tie contacts, media support, sponsorship etc. Level 3: A more substantial version of Level 2. Named groups and specific circumstances are likely to appear e.g. the traditional Labour Party/Trade Union link.	

Section C

Question and section of study	AO	Marks	Max.	Commentary and example responses
9(a) Section 1: Family Structures, Roles and Functions	(AO1)	1 2-3 4-5	5	Level 1: Responses make general reference to reasons for divorce. Level 2: Responses offer one reason but with very limited explanation. Level 3: Clear identification and explanation of any one of legislation, secularisation, increased life expectancy, increased autonomy for women etc.
9(b) Section 1: Family Structures, Roles and Functions	(AO1)	1-3 4-6 7-8 9-10	10	Level 1: Very general with little if any social scientific language. Tending to list family functions rather than discussing the question. Reworking of answers to C9 (a). Anecdotal and rarely, if ever, offering evaluation. Level 2: Beginning to show social scientific awareness in recalling some appropriate data and material. Possibly one-sided rather than looking at a variety of responses. Clear attempt to answer the question, with awareness of some change in the nature of families. Some relevant terminology used. 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 family change in a balanced although narrow way, perhaps considering only cultural variations or increases in divorce. Understanding is shown and appropriate technical language is used. Level 4: Identification of issues such as privatisation, mobility, changing functions, cultural variation, with clear and appropriate examples given. Evidence used will show an understanding of the question and be offered within a balanced discussion.

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 generalised 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>

Question and section of study	AO	Marks	Max.	Commentary and example responses
10(a) Section 2: Creation of Wealth AND The impact of technology and competition on industry	(AO1)	1 2-3 4-5	5	Level 1: Responses which define primary industry. Level 2: Responses which identify an appropriate reason but with a very limited explanation. Level 3: Clear identification and explanation of any one of the effects of automation; increased competition in UK, in EU, world markets; reduction of natural resources etc.
10(b) Section 2: The impact of technology and competition on industry	(AO1)	1-3 4-6 7-8 9-10	10	Level 1: Very general with little if any social scientific language. Tending to list types of, or changes in, technology. Reworking of answers to C10 (a). Anecdotal and rarely, if ever, offering evaluation. Level 2: Beginning to show social scientific awareness in recalling some appropriate data and material. Possibly one-sided rather than looking at benefits and drawbacks. Clear attempt to answer the question, with awareness of changes resulting from technological change. Some relevant terminology used. 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 the effects of technology at work in a balanced although narrow way. Understanding is shown and appropriate technical language is used. Level 4: Identification of issues such as automation, alienation, autonomy, satisfaction, efficiency, unemployment, with clear and appropriate examples given. Evidence used will show an understanding of the question and be offered within a balanced discussion.

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 generalised 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>

Question and section of study	AO	Marks	Max.	Commentary and example responses
11(a) Section 3: Rights and Respons-ibilities	(AO1)	1 2-3 4-5	5	<p>Level 1: Responses which define consumer protection or give one or more examples.</p> <p>Level 2: Responses which identify an appropriate reason but with a very limited explanation.</p> <p>Level 3: Clear identification and explanation of any one of: growth of pressure groups, ethical capitalism, choice has empowered consumers, etc.</p>
11(b) Section 3: Rights and Respons-ibilities	(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 grievances rather than discussing the issues around 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. Possibly one-sided, looking only at under- or over- protection. Clear attempt to answer the question, with awareness of consumer rights. 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 discuss the balance between consumer and producer rights/responsibilities, although in a narrow way. Understanding is shown and appropriate technical language is used.</p> <p>Level 4: Identification of issues such as merchantable quality, rights of complaint, quality standards, and possibly of appropriate statutory and voluntary agencies with clear and appropriate examples given. Evidence used will show an understanding of the question and be offered within a balanced discussion.</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 generalised 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>

Question and section of study	AO	Marks	Max.	Commentary and example responses
12(a) Section 4: How the democratic process works	(AO1)	1 2-3 4-5	5	Level 1: Responses which define voting or explain its importance. Level 2: Responses which identify an appropriate reason but with a very limited explanation. Level 3: Clear identification and explanation of any one of apathy, convergence, cynicism, comfort zone etc.
12(b) Section 4: How the democratic process works	(AO1)	1-3 4-6 7-8 9-10	10	Level 1: Very general with little if any social scientific language. Tending to list examples rather than discussing them. Reworking of answers to C12(a) will not get into this band. Anecdotal and rarely, if ever, offering evaluation. Level 2: Beginning to show social scientific awareness in recalling some appropriate data and material. Possibly focusing largely on one alternative e.g. eco-protesting. Clear attempt to answer the question, with awareness of political involvement. Some relevant terminology used. 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 more than one strategy, even if the emphasis is uneven. Understanding is shown and appropriate technical language is used. Level 4: Identification of strategies such as pressure groups, trade unionism, terrorism, civil disobedience, standing for election, being a representative, with clear and appropriate examples given. Evidence used will show an understanding of the question and be offered within a balanced discussion.

	(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 generalised 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.
			10	

Tier F
ASSESSMENT GRID
Summary of the Mark Distribution

Question	Section of Subject Content	(AO1)	(AO2)
1(a)	2		1
1(b)	2	2	
2	2	2	
3(a)	3	1	
3(b)	3	1	
3(c)	3	2	
4(a)	4	1	
4(b)	4	1	
5(a)	1	1	
5(b)	1		2
6	1	6	
7(a)(i)	1		1
7(a)(ii)	1		1
7(b)	1	4	
7(c)(i)	1		1
7(c)(ii)	1		1
7(d)	3	2	
7(e)(i)	3		1
7(e)(ii)	3	3	
7(f)	3	6	
8(a)(i)	2		2
8(a)(ii)	2	4	
8(b)(i)	2	2	
8(b)(ii)	2	4	
8(c)(i)	4	2	
8(c)(ii)	4	6	
9/10/11/12	1/2/3/4	15	10
Totals		65	20