

GCSE 2004

June Series



Mark Scheme

Social Science (Higher 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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Publications Department, Aldon House, 39, Heald Grove, Rusholme, Manchester, M14 4NA
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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	One reason given with no explanation, or explained but without clear reference to both sexes. One reason given and explained e.g. traditional roles dictate that men go out to work to provide for the family while women stay at home to look after the family.
2 Section 2: Creation of Wealth	(AO1)	1 2 3 4	4	Either intrinsic or extrinsic identified but not explained or one explained but not identified. Either of the above identified and explained or both identified but not explained or both explained but not identified. One identified but explained as the other should be awarded one mark. Both identified but only one explained or one identified and both explained. Both identified and explained. Intrinsic = gained from the nature of the work. Extrinsic = gained from the rewards (income, status, etc.) connected with the work.
3 Section 3: Law making	(AO1)	1-2 3-4 5	5	Level 2: Reference to more than one of: White Papers, Bills, Committees, Parliamentary debate, Royal Assent. Level 3: Reference, in the correct order, to most of the above. Level 4: Reference, in the correct order, to all of the above.
4(a) Section 4: How the democratic process works	(AO1) & (AO2)	1 2	2	A response which relates constituency to voting in an imprecise way e.g. the people who voted for the MP. A precise response e.g. “the people living in the area which an MP has been elected to represent”.

Question and section of study	AO	Marks	Max.	Commentary and example responses
4(b) Section 4: Institutions of Government	(AO1) & (AO2)	1	2	A response which relates “cabinet” to Parliament with limited precision e.g. ‘The Government’.
		2		A precise response e.g. ‘Senior Ministers with Departmental responsibilities’. Reference to the responsibilities of the Cabinet are also acceptable.
5 Section 1: Cultural Diversity	(AO1)	1	4	May identify an ethnic group in Britain and outlines one element of its marriage traditions.
		2		Either identifies one group and outlines two or more of its marriage traditions or outlines one marriage tradition for the majority ethnic group and for one other ethnic group.
		3		Deals with both groups but unevenly or without comparison.
		4		Deals evenly with both groups.
6(a) Section 1: Family Structures, Roles and Functions	(AO1) & (AO2)	1	2	Some awareness of ‘step’ and/or divorce relationships.
		2		A clear explanation/definition e.g. households in which one or both adults have children from a previous stable relationship.
6(b) Section 1: Mass Media	(AO1) & (AO2)	1	3	One appropriate issue identified.
		2		Two appropriate issues identified.
		3		Three or more appropriate issues identified. <i>Issues might include: creating unhappiness within or about one’s family, ignores change(s), hides imperfections, creates unrealistic demands, etc.</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	Telegraph.
7(b) Section 1: Mass Media	(AO1)	1-2 3-4	4	Level 2: Responses which identify and describe the sort of news covered, e.g. celebrity, rather than the method(s) of coverage, or only describes one element of coverage. Level 3: Responses which describe more than two elements of coverage, e.g. horror, campaigning, sensationalisation, use of photographs, trivialisation.
7(c)(i) Section 3: The extent and effects of crime	(AO1) 2 (AO2) 2	1-2 3-4	4	Level 2: Information is taken from the source or elsewhere, explaining the effects of, e.g. how crime is reported, stereotyping. Level 3: Information is taken from the source and elsewhere, discussing concepts such as moral panics and media effects models.
7(c)(ii) Section 3: The extent and effects of crime	(AO1) 2 (AO2) 2	1-2 3-4	4	Level 2: Responses which accurately summarise the source or which show awareness of reported crime statistics or which begin to question crime statistics. Level 3: Responses which do at least two of the three mentioned in Level 2.
7(d)(i) Section 3: The extent and effects of crime	(AO2)	1	1	Burglary.
7(d)(ii) Section 3: Rights and Responsibilities	(AO1)	1 2 3	3	One way identified e.g. Neighbourhood Watch, Community Policing. One way identified, but description is one-sided i.e. emphasis is on police or on community. One way identified and described to show both police and community involvement.

Question and section of study	AO	Marks	Max.	Commentary and example responses
7(e) Section 1: Mass Media AND Section 3: The extent and effects of crime	(AO2)	1-3 4-6 7	7	<p>Level 2: Responses which recognise that there are arguments for and against, but are imbalanced in presentation. Anecdotal rather than social scientific.</p> <p>Level 3: Responses which clearly identify issues such as 'public good', 'punishment', 'right to know', and 'dangers of misinformation', 'already punished', 'right to privacy'. There should be a clear understanding and recognition of both sides even if a particular preference is stated.</p> <p>Level 4: All issues identified above are addressed and reference is made to appropriate examples.</p>
8(a)(i) Section 2: Distribution of income and wealth	(AO2) 1 & (AO1) 1	1 2	2	<p>It can take money from the wealthier and use it to support the less well off.</p> <p>It takes money by taxation, primarily from the wealthy, and redistributes it through benefits, largely to the less well off.</p>
8(a)(ii) Section 2: Distribution of income and wealth	(AO1)	1 2 3 4	4	<p>One reason identified but not explained.</p> <p>Two reasons identified but not explained or only one reason identified and explained.</p> <p>Two reasons identified but only one explained.</p> <p>Two reasons identified and explained e.g. unevenness of earnings, inheritance, differing attitudes to savings and expenditure, different family size/demands, etc.</p> <p><i>Explanations must explicitly relate to the stated reason and to the question. Definitions of wealth will get no marks.</i></p>
8(b)(i) Section 2: Distribution of income and wealth	(AO1)	1 2 3	3	<p>Outlines an understanding of either wealth in terms of possessions, inheritance, investment, etc. or wages in terms of income, salary, etc.</p> <p>Outlines an understanding of both wealth and wages without explicitly relating them to each other.</p> <p>Explicitly discusses the terms, and therefore their differences, in relation to each other.</p>

Question and section of study	AO	Marks	Max.	Commentary and example responses
8(b)(ii) Section 2: Creation of Wealth AND UK economy in relation to EU and world markets	(AO1)	1	3	Outlines an understanding of either ‘competitor’ nations as those with whom there is limited trade agreement but evidence of direct competition or only offers examples such as those in the tiger economy or ‘partner’ nations with whom the UK has close trade links or only offers examples such as members of the EU.
		2		Deals with both terms adequately but only gives examples in one case.
		3		Deals with both terms and offers at least one appropriate example to support each term.
8(c) Section 2: UK Economy in relation to EU and world markets	(AO1)	1	3	One appropriate problem identified but not explained or an explanation without the problem being explicit or a list of problems.
2	An appropriate problem with a cursory explanation.			
3	An appropriate problem clearly explained in relation to imbalance between production and expenditure. <i>Examples of economic problems might include: high prices, un(der)employment, lack of investment affecting competitiveness, debt, etc.</i>			
8(d)(i) Section 2: Distribution of income and wealth	(AO2)	1	2	One of the reasons given in the second paragraph of Source E, either verbatim or accurately rendered into the candidate’s own words.
		2		More than one of the reasons given in the second paragraph of Source E, either verbatim or accurately rendered into the candidate’s own words, e.g. <i>Caused unemployment, added to employers’ costs, increased process, make UK less internationally competitive.</i>
8(d)(ii) Section 2: Distribution of income and wealth	(AO1)	1	2	A response which raises the issue of exploitation or election promise.
		2		A response which raises both the above issues or which explains one in relation to the question.

Question and section of study	AO	Marks	Max.	Commentary and example responses
8(e) Section 4: How the democratic process works	(AO1)	1-2 3-4 5-6	6	<p>Level 2: Identifies one pressure group and mentions one campaign or campaigning strategy without explaining its purpose. Mention of methods but no correctly named group is awarded one mark.</p> <p>Level 3: Identifies one pressure group and explains how one or two of its methods might influence people in power. A range of strategies but no correctly named group will be awarded no more than three marks.</p> <p>Level 4: Identifies a pressure group and demonstrates how two or more methods associated with it might be effective. Appropriate use of technical terminology should be rewarded when other criteria for this level are met.</p>

Section C

Question and section of study	AO	Marks	Max.	Commentary and example responses
9 Section 1: Family Structures, Roles and Functions	(AO1)	1-4	15	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 discussion of change(s) with only a basic understanding of terminology.
		5-8		Level 2: Showing relevant and accurate social scientific knowledge which is likely to be expressed in appropriate technical language. There is awareness of a limited range of changes in UK families. Information and arguments are likely to address only one side of the issue.
		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 changes in structures and functions, as well some possible explanations for these and a more balanced response than at Level 2, with one or two research references.
		13-15		Level 4: A comprehensive range of appropriate data, concepts and language related to the question, with explicit examination of the balance of material and arguments, with more specific research references than Level 3; not necessarily by name but applied with understanding.
	(AO2)	1-3	10 25	Level 1: Offers little evaluation and any examples are of limited relevance to the question.
		4-6		Level 2: Makes a few comparative points offering one or two generalised examples.
		7-8		Level 3: Comparative comments and an obvious attempt at an appropriate conclusion. Identifies a range of appropriate examples and some attempt to analyse.
		9-10		Level 4: Clear evaluation, including an explicit conclusion. Consistently explains and shows awareness of application and analysis.

Question and section of study	AO	Marks	Max.	Commentary and example responses
10 Section 2: The impact of technology and competition on industry	(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 discussion of technological developments with only a basic understanding of terminology.</p> <p>Level 2: Showing relevant and accurate social scientific knowledge which is likely to be expressed in appropriate technical language. There is awareness of a limited range of changes in the nature of work brought about by technology. Information and arguments are likely to address only one side of the issue.</p> <p>Level 3: Appropriate use of social science data, concepts and language presented in an appropriate framework. There is an awareness of a range of changes in the organisation and experience of work, as well as in people's expectations of work, as well as some possible explanations of these changes. Responses will be more balanced than at Level 2, and include one or two research references not necessarily named but applied with understanding.</p> <p>Level 4: A comprehensive range of appropriate data, concepts and language related to the question, with an explicit examination of the balance of material and arguments relating to those issues of awareness required at Level 3. Research references will be more specific than at Level 3.</p>
	(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 generalised 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>

Question and section of study	AO	Marks	Max.	Commentary and example responses
11 Section 3: Rights and Respons-ibilities	(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 limited discussion of consumer rights with only a basic understanding of terminology.</p> <p>Level 2: Showing relevant and accurate social scientific knowledge which is likely to be expressed in appropriate technical language. There is awareness of a limited range of consumer rights and associated legislation. Information and arguments are likely to address whether rights exist rather than their appropriateness or adequacy.</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 consumer rights and associated legislation, as well as some awareness of limitations or inadequacies in a more balanced response than at Level 2.</p> <p>Level 4: A comprehensive range of appropriate data, concepts and language related to the question, with explicit examination of the balance of material and arguments, with a wider range of rights and legislation references than Level 3 and applied with understanding.</p>
	(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 generalised 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>

Question and section of study	AO	Marks	Max.	Commentary and example responses
12 Section 4: Power and Authority	(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 discussion of the nature of power in a democracy with only a basic understanding of terminology.</p> <p>Level 2: Showing relevant and accurate social scientific knowledge which is likely to be expressed in appropriate technical language. There is awareness of both power and democracy as concepts, although information and arguments will tend towards one side of the issue.</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 concepts of power but emphasis is on democratic rights and responsibilities with a more balanced response than at Level 2.</p> <p>Level 4: A comprehensive range of appropriate data, concepts and language related to the question, with explicit examination of the balance of material and arguments, with reference to a range of democratic rights and the nature of power with more detail and balance than in Level 3.</p>
	(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 generalised 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>

Tier H
ASSESSMENT GRID
Summary of the Mark Distribution

Question	Section of Subject Content	(AO1)	(AO2)
1(a)	2		1
1(b)	2	2	
2	2	4	
3	3	5	
4(a)	4	1	1
4(b)	4	1	1
5	1	4	
6(a)	1	1	1
6(b)	1	1	2
7(a)(i)	1		1
7(a)(ii)	1		1
7(b)	1	4	
7(c)(i)	3	2	2
7(c)(ii)	3	2	2
7(d)(i)	3		1
7(d)(ii)	3	3	
7(e)	1		7
8(a)(i)	2	1	1
8(a)(ii)	2	4	
8(b)(i)	2	3	
8(b)(ii)	2	3	
8(c)	2	3	
8(d)(i)	4		2
8(d)(ii)	2	2	
8(e)	4	6	
9/10/11/12	1/2/3/4	15	10
Totals		67	33