



General Certificate of Secondary Education

Social Science 3101

3101/F Foundation Tier

Mark Scheme

2005 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.

GCSE SOCIAL SCIENCE
JUNE 2005
Foundation Tier

ASSESSMENT GRID
Summary of the Mark Distribution

Question	Section of Subject Content	(AO1)	(AO2)
1 (a)	4		1
1 (b)	4	1	
2 (a)	4	2	
2 (b)	4	1	
3 (a)	3		1
3 (b)	3	1	
4 (a) (i)	2	1	
4 (a) (ii)	2	1	
4 (b) (i)	2	1	
4 (b) (ii)	2	1	
5	1 + 2	3	
6 (a)	1	4	
6 (b)	1	2	
7 (a) (i)	1		1
7 (a) (ii)	1		1
7 (a) (iii)	1	2	
7 (b) (i)	2	4	
7 (b) (ii)	2	2	
7 (c) (i)	1	1	
7 (c) (ii)	2	3	
7 (d)	1 + 2	6	
8 (a) (i)	4	1	
8 (a) (ii)	4	2	
8 (a) (iii)	4	2	
8 (b) (i)	3		1
8 (b) (ii)	3	2	
8 (b) (iii)	3		6
8 (c) (i)	3	1	
8 (c) (ii)	3	1	
8 (c) (iii)	3	4	
9/10/11/12 (a)	1/2/3/4	5	
9/10/11/12 (b)	1/2/3/4	10	10
Totals		64	21
Totals %		75	25

Section A

Question and section of study	AO	Marks	Max	Commentary and example responses
1 (a) Section 4: How the democratic process works	(AO2)	1	1	Jones
1 (b) Section 4: How the democratic process works	(AO1)	1	1	Any of: Proportional Representation (PR), Single Transferable Vote (STV), AV, AV+ Party List. <i>Democracy, totalitarianism etc relate to political systems. These should not be awarded marks.</i>
2 (a) Section 4: Institutions of Government	(AO1)	1 2	2	One responsibility identified e.g. transport, education, social services, street lighting, refuse collection. Two responsibilities identified.
2 (b) Section 4: Institutions of Government	(AO1)	1	1	One of: parish, district, borough, city. (No requirement to name a place, but no penalty for doing so.)
3 (a) Section 3: Rights and Responsibilities	(AO2)	1	1	One of: to remember what happened, to remember what was said, to make sure one is not rude or unhelpful.
3(b) Section 3: Rights and Responsibilities	(AO1)	1	1	One appropriate reason given e.g. because it is obstruction, police have discretionary powers which they might use in someone's favour if they co-operate.
4 (a) (i) Section 2: Creation of Wealth	(AO1)	1	1	Industries concerned with manufacturing.
4 (a) (ii) Section 2: Creation of Wealth	(AO1)	1	1	Industries concerned with the provision of services.
4 (b) (i) Section 2: Creation of Wealth	(AO1)	1	1	An appropriate example e.g. cars, furniture, ships.
4 (b) (ii) Section 2: Creation of Wealth	(AO1)	1	1	An appropriate example e.g. catering, retail, hairdressing.

Question and section of study	AO	Marks	Max	Commentary and example responses
5 Section 1: Family Structures, Roles and Functions & Section 2: Creation of Wealth	(AO1)	1 2 3	3	One appropriate point. Two appropriate points OR one point made and explained. Three appropriate points OR two points made with some explanation of at least one. <i>Issues which could be identified include gendered responsibilities, carers, socialisation.</i>
6 (a) Section 1: Cultural Diversity	(AO1)	1 2 3 4	4	Identifies one or two possible factors without explanation. Identifies at least one possible factor and explains its relevance. Identifies two or more factors, explaining the relevance of at least one. Identifies two or more factors and explains the relevance of at least two. <i>Factors might include: decline of Empire, EU, economic migration, liberal tradition.</i>
6 (b) Section 1: Cultural Diversity	(AO1)	1 2	2	One way identified but not explained. One way identified and explained. <i>Examples might include: influence on language, dress, music, eating, decline of traditions (for host or migrant groups).</i>

Section B

Question and section of study	AO	Marks	Max	Commentary and example responses
7 (a) (i) Section 1: Family Structures, Roles and Functions	(AO2)	1	1	Female
7 (a) (ii) Section 1: Family Structures, Roles and Functions	(AO2)	1	1	Male
7 (a) (iii) Section 1: Family Structures, Roles and Functions	(AO2)	1 2	2	One reason given. Two reasons given. <i>Reasons might include: dual domestic roles; 'new man'; men working less outside the home; growth of feminism; increased women's expectations of partners; symmetrical family.</i>

Question and section of study	AO	Marks	Max	Commentary and example responses
7 (b) (i) Section 2: Distribution of income and wealth	(AO1)	1 2 3 4	4	Either one advantage Or one disadvantage, with no explanation. Either one advantage explained, Or one disadvantage explained, Or one advantage and one disadvantage with no explanation. An advantage and a disadvantage but only one explained. One of each, both explained. <i>Advantage e.g.: prevents exploitation – employers have to pay a living wage.</i> <i>Disadvantage e.g.: expensive – not all employers can afford to pay the minimum wage.</i>
7 (b) (ii) Section 2: Distribution of income and wealth	(AO1)	1 2	2	Reason stated but not explained. Reason stated and explained. <i>e.g. for social contact – it prevents people becoming isolated and keeps society together.</i>
7 (c) (i) Section 1: Influences on human behaviour	(AO1)	1	1	The nature V nurture debate (<i>terms can be reversed</i>).
7 (c) (ii) Section 2: The impact of technology and competition on industry	(AO1)	1 2 3	3	One way stated but not described <i>e.g. unemployment.</i> One way stated with partial description <i>e.g. unemployment resulted from machines taking over people's jobs.</i> One way stated and described <i>e.g. unemployment resulted from machines taking over people's job as machines were quicker, more efficient and more reliable.</i>
7 (d) Section 1: Family Structures, Roles and Functions & Section 2: Creation of Wealth	(AO1)	1-2 3-4 5-6	6	Level 1: Straightforward but limited answer dealing with only one influence <i>e.g. description of quality of family life being influenced by income.</i> Level 2: Response which considers two aspects of family life <i>e.g. effects of income, gender socialisation, locality, privatisation of family, family structure, but with uneven emphasis.</i> Level 3: Responses which deal in a balanced way with two or more of the influences identified above.
8 (a) (i) Section 4: Power and Authority	(AO1)	1	1	Force, or the threat of force.
8 (a) (ii) Section 4: Power and Authority	(AO1)	1 2	2	Defines either 'charismatic' or 'authority' or offers an appropriate example. Offers a definition such as 'the ability to get others to do as one wishes due to one's personality'.

Question and section of study	AO	Marks	Max	Commentary and example responses
8 (a) (iii) Section 4: Power and Authority	(AO1)	1 2	2	Defines either ‘traditional’ or ‘authority’ or offers an appropriate example. Offers a definition such as ‘having the right to tell others what to do due to an inherited position’.
8 (b) (i) Section 3: The extent and effects of crime	(AO2)	1	1	6 to 10
8 (b) (ii) Section 3: The extent and effects of crime	(AO2)	1 2	2	‘When people are asked if they have broken the law’ or similar dependence on the Source. As above but with recognition that it is usually a method of gathering ‘official’ data Or identifying a large sample.
8 (b) (iii) Section 3: The extent and effects of crime	(AO2)	1-2 3-4 5-6	6	Level 1: A tangentially relevant response <i>e.g. concerned with generic methodological issues only.</i> Level 2: Discussion one-sided or very limited <i>e.g. one strength and one weakness.</i> Level 3: A balanced discussion, concerning more than one strength and more than one weakness. <i>Possible strengths: reliable, available, sample size.</i> <i>Possible weaknesses: hidden figure, not valid.</i>
8 (c) (i) Section 3: Types of law	(AO1)	1	1	Any appropriate example e.g. theft, murder, burglary.
8 (c) (ii) Section 3: Types of law	(AO1)	1	1	Any appropriate example e.g. libel, slander, trespass.
8 (c) (iii) Section 3: Types of law	(AO1)	1 2 3 4	4	A definition of either term. Definitions of both terms but with the difference not explicit. Some difference between the terms is made clear, with at least implicit explanation of the terms. A clear difference between the terms, with some explicit explanation. <i>e.g. Criminal offences are those which go against the rules of the state or society as a whole whereas civil offences are those which violate the rights of individuals.</i>

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; uses a wide range of specialist vocabulary, when appropriate.
 - Accurate in the use of English.

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 which relate to attitudes of the elderly and/or the generation gap. Level 2: Responses which identify that ‘an ageing population’ is a social process and/or social circumstance where the average age is increasing. Level 3: A clear explanation which includes reference to increased life expectancy and reduced birth rate.
9 (b) Section 1: Family Structures, Roles and Functions & Section 1: Cultural Diversity	(AO1)	1-3 4-6 7-8 9-10	10	Level 1: Very little, if any, social scientific language. Tending to list age conflict issues rather than discussing the question. Reworking of C9 (a). Anecdotal and rarely offering evaluation. Level 2: Beginning to show social scientific awareness in recalling some appropriate data and material, but focused on only one or two attitudes. There is a clear attempt to answer the question and some relevant terminology is used. Level 3: Responses show a clear understanding of the question and recall a range of appropriate data. Attempts are made to relate information to the question, and to discuss a range of social attitudes, in a narrow way – perhaps over-emphasis on either the positive or the negative. Understanding is shown and appropriate technical language is used. Level 4: Identification of issues such as the burden of dependency, cultural variation, isolation, health demands, effects of family privatisation, with clear and appropriate examples given. Responses will consider and show an understanding of a range of data applied to the question in a balanced discussion.
	(AO2)	1-3 4-6 7-8 9-10	10	Level 1: Offers little evaluation and any examples given are of limited relevance. Level 2: Makes a few comparative points offering one or two generalised examples. 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. Level 4: Clear discussion and evaluation, including an explicit discussion. Identifies and discusses, showing awareness, relevance and application.

Question and section of study	AO	Marks	Max	Commentary and example responses
10 (a) Section 2: UK economy in relation to EU and world markets	(AO1)	1 2-3 4-5	5	Level 1: Responses which relate to the meanings of either 'international' or 'trade'. Level 2: Responses which identify the meaning of the words separately, rather than the concept. Level 3: A clear explanation which includes reference to at least one trading partner or international trade organisation.
10 (b) Section 2: UK economy in relation to EU and world markets	(AO1)	1-3 4-6 7-8 9-10	10	Level 1: Very little, if any, social scientific language. Tending to comment on industrial change rather than discussing the question. Reworking of C10 (a). Anecdotal and rarely offering evaluation. Level 2: Beginning to show social scientific awareness in recalling some appropriate data and material, but focused on only one or two changes. There is a clear attempt to answer the question and some relevant terminology is used. Level 3: Responses show a clear understanding of the question and recall a range of appropriate data. Attempts are made to relate information to the question, and to discuss a range of changes, in a narrow way – perhaps over-emphasis on either the benefits or negative issues. Understanding is shown and appropriate technical language is used. Level 4: Identification of issues such as EU membership, emergence of new markets, patterns and areas of employment, new 'partners' and new 'competitors' with clear and appropriate examples given. Responses will consider and show understanding of a range of data applied to the question in a balanced discussion.
	(AO2)	1-3 4-6 7-8 9-10	10	Level 1: Offers little evaluation and any examples given are of limited relevance. Level 2: Makes a few comparative points offering one or two generalised examples. 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. Level 4: Clear discussion and evaluation, including an explicit discussion. Identifies and discusses, showing awareness, relevance and application.

Question and section of study	AO	Marks	Max	Commentary and example responses
11 (a) Section 3: Rights and Responsibilities	(AO1)	1 2-3 4-5	5	Level 1: Responses which offer definitions of crime. Level 2: Responses which show an understanding of 'crime' and of 'prevention' without dealing with the concept. Level 3: A clear explanation which included reference to strategies intended to reduce offending.
11 (b) Section 3: Rights and Responsibilities & Section 3: The extent and effects of crime	(AO1)	1-3 4-6 7-8 9-10	10	Level 1: Very little, if any, social scientific language. Tending to list strategies rather than discussing the question. Reworking of C11 (a). Anecdotal and rarely offering evaluation. Level 2: Beginning to show social scientific awareness in recalling some appropriate data and material, but focused on only one or two approaches. There is a clear attempt to answer the question and some relevant terminology is used. Level 3: Responses show a clear understanding of the question and recall a range of appropriate data. Attempts are made to relate information to the question, and to discuss crime prevention, in a narrow way – perhaps over-emphasis on either crime or prevention or one particular issue such as 'low' sentencing. Understanding is shown and appropriate technical language is used. Level 4: Identification of issues such as sentencing, home security, recidivism, Neighbourhood Watch, offender registration, with clear and appropriate examples given. Responses will consider and show an understanding of a range of data applied to the question in a balanced discussion.
	(AO2)	1-3 4-6 7-8 9-10	10	Level 1: Offers little evaluation and any examples given are of limited relevance. Level 2: Makes a few comparative points offering one or two generalised examples. 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. Level 4: Clear discussion and evaluation, including an explicit discussion. Identifies and discusses, showing awareness, relevance and application.

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 make a comment indicating some understanding of elections. Level 2: Responses which identify that ‘electoral reform’ means that voting systems can change. Level 3: A clear explanation which includes recognition that electoral reform has occurred in the UK.
12 (b) Section 4: How the democratic process works	(AO1)	1-3 4-6 7-8 9-10	10	Level 1: Very little, if any, social scientific language. Tending to comment on voting rather than discussing the question. Reworking of C12 (a). Anecdotal and rarely offering evaluation. Level 2: Beginning to show social scientific awareness in recalling some appropriate data and material, but focused on only one or two issues. There is a clear attempt to answer the question and some relevant terminology is used. Level 3: Responses show a clear understanding of the question and recall a range of appropriate data. Attempts are made to relate information to the question, and to discuss some reforms, but in a narrow way – perhaps over-emphasis on either the positive or the negative. Understanding is shown and appropriate technical language is used. Level 4: Identification of issues such as some of the UK systems, boundary changes, why reforms have been introduced, with clear and appropriate examples given. Responses will consider and show an understanding of a range of data applied to the question in a balanced discussion.
	(AO2)	1-3 4-6 7-8 9-10	10	Level 1: Offers little evaluation and any examples given are of limited relevance. Level 2: Makes a few comparative points offering one or two generalised examples. 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. Level 4: Clear discussion and evaluation, including an explicit discussion. Identifies and discusses, showing awareness, relevance and application.