



# General Certificate of Secondary Education

## Social Science 3101

*3101/H Higher 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**  
**Higher Tier**

**ASSESSMENT GRID**  
**Summary of the Mark Distribution**

<b>Question</b>	<b>Section of Subject Content</b>	<b>(AO1)</b>	<b>(AO2)</b>
1 (a)	4		1
1 (b)	4	1	
2 (a)	4	2	
2 (b)	4	1	
3 (a)	3		2
3 (b)	3	4	
4 (a)	2	2	
4 (b)	2	2	
5	1 + 2	4	
6	1	6	
7 (a)	1	2	2
7 (b)(i)	2	2	
7 (b)(ii)	2	4	
7 (b)(iii)	1	4	
7 (c)	2	4	
7 (d)	1 + 2	7	
8 (a) (i)	4	1	
8 (a) (ii)	4	1	
8 (a) (iii)	4	1	
8 (a) (iv)	4	7	
8 (b) (i)	3		1
8 (b) (ii)	3		4
8 (b) (iii)	3		4
8 (c)	3	4	2
9/10/11/12	1/2/3/4	15	10
<b>Totals</b>		<b>74</b>	<b>26</b>
<b>Totals %</b>		<b>74%</b>	<b>26%</b>

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+, supplementary vote. <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 Two responsibilities identified <i>e.g. transport, education, social services, street lighting, refuse collection.</i>
2 (b) Section 4: Institutions of Government	(AO1)	1	1	One of: parish, district, borough, city.
3 (a) Section 3: Rights and Responsibilities	(AO2)	1 2	2	One of: to remember what happened, to remember what was said, to make sure one is not rude or unhelpful. Any 2 of the above list.
3 (b) Section 3: Rights and Responsibilities	(AO1)	1 2 3 4	4	One reason given. <b>Either</b> more than one reason given <b>Or</b> one reason given and explained. More than one reason given but with only one explained. Two or more reasons given, with at least two explained. <i>e.g. to protect their rights, to make sure they understand what is happening, they are minors, to ensure that a parent/carer has been informed of their whereabouts, to protect the police from accusations of malpractice.</i>
4 (a) Section 2: Creation of Wealth	(AO1)	1 2	2	<b>Either</b> industries concerned with manufacturing <b>Or</b> an example such as cars, furniture. <b>Both</b> a statement and an appropriate example.
4 (b) Section 2: Creation of Wealth	(AO1)	1 2	2	<b>Either</b> industries concerned with providing services <b>Or</b> an example such as hairdressing, catering. <b>Both</b> a statement and an appropriate example.

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 4	4	Responses which identify roles without showing how these can influence employment. One family role identified with some link made to employment. More than one role identified, with some links made. Several roles identified, with their influence on employment clearly identified. <i>Roles/influences could include: childcare responsibilities limiting hours and/or promotion opportunities; breadwinner seeking employment; children helping at home develop skills/are prevented from working as much as others.</i>
6 Section 1: Cultural Diversity	(AO1)	1-2 3-4 5-6	6	Level 2: A response which offers undeveloped points. Level 3: Identifies and explains more than one effect, possibly emphasising positive <b>Or</b> negative. Level 4: Identifies and explains a range of effects, recognising both positive and negative interpretations. <i>Issues raised might include: food, language, music, social tension, diversity, role models.</i>

**Section B**

7 (a) Section 1: Family Structures, Roles and Functions	(AO1) & (AO2)	1-2 3-4	4	<b>Either</b> only uses the source <b>or</b> only refers to own knowledge to explain the gender distribution of household tasks. Uses both the source and own knowledge to respond. <i>According to the table, women have most responsibility or it is shared. Men only dominate DIY and repairs. Possibly due to traditional roles.</i>
7 (b)(i) Section 2: Creation of wealth	(AO1)	1 2	2	Identifies but does not explain an appropriate factor. Identifies and explains a factor <i>such as specialisation, availability of workforce, state of the market.</i> <i>Responses taken from Source B should not be rewarded.</i>
7 (b)(ii) Section 2: Distribution of income and wealth	(AO1)	1 2 3 4	4	One argument stated but not explained. <b>Either</b> two arguments stated but not explained <b>Or</b> one argument stated and explained. One argument for and one against stated but only one explained. One argument for and one against stated and both explained. <i>e.g. For: prevents exploitation – employers have to pay a living wage.</i> <i>Against: expensive – not all employers can afford to pay the minimum wage.</i>

Question and section of study	AO	Marks	Max	Commentary and example responses
7 (b)(iii) Section 2: Creation of Wealth	(AO1)	1 2 3 4	4	One reason stated but not explained. <b>Either</b> one reason stated and explained <b>or</b> two reasons stated but neither explained. Two reasons stated but only one explained. Two reasons stated and explained. <i>Reasons might include: identity, avoid boredom, social contact, society needs workers, sense of purpose.</i>
7 (c) Section 1: Influences on human behaviour	(AO1)	1 2 3 4	4	Either identifies the nature v nurture debate ( <i>terms can be reversed</i> ) or makes a simplistic biological or socialisation point. Presents a one-sided account. Presents both sides but is uneven. <i>Responses which present a balanced outline.</i>
7 (d) Section 1: Family Structures, Roles and Functions & Section 2: Creation of Wealth	(AO1)	1 2-3 4-5 6-7	7	Level 1: Limited answer dealing with one feature of work <i>e.g. income and standards of living</i> Level 2: Responses consider 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 with more than two of the influences identified above. Level 4: Responses deal in detail with a range of influences such as those identified above, one of which <b>must</b> be income.
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	1	Authority based on impressive personal characteristics.
8 (a) (iii) Section 4: Power and Authority	(AO1)	1	1	Authority based on historical precedent.
8 (a) (iv) Section 4: Power and Authority	(AO1)	1 2-3 4-5 6-7	7	Level 1: One or both terms are defined but the question is not addressed. Level 2: Identifies characteristics of one system without addressing the question <b>or</b> one characteristic of each. Level 3: Identifies characteristics of both systems in juxtaposition rather than discussion. Level 4: Characteristics are identified and systematically discussed. <i>e.g: democracy involves certain freedoms – voting, belief, movement etc. – whereas totalitarianism restricts or forbids these.</i>

Question and section of study	AO	Marks	Max	Commentary and example responses
8 (b) (i) Section 3: The extent and effects of crime	(AO1)	1	1	6 to 10 offences.
8 (b) (ii) Section 3: The extent and effects of crime	(AO2)	1 2 3 4	4	Explains either method with no discussion. Explains both methods without discussion. Discusses methods in general terms. Discusses both methods, explicitly considering accuracy in relation to e.g. Hawthorne Effect, methods of collection etc.
8 (b) (iii) Section 3: The extent and effects of crime	(AO2)	1 2 3 4	4	Explains either method with no discussion. Explains both methods without discussion. Discusses methods in general terms. Discusses both methods, explicitly considering accuracy in relation to e.g. sample size, reliability of data, sources of data. <i>If the same material is produced for (b) (ii) and (b) (iii), it should only be given credit once.</i>
8 (c) Section 3: Purposes of law & The extent and effects of crime	(AO1) & (AO2)	1-2 3-4 5-6	6	Level 2: One or two general points are made regarding why some crimes are committed. Level 3: Responses show understanding of different people having different reasons, possibly listing reasons but only explaining one/two. Level 4: Responses which discuss rather than list a range of reasons for offending. Discussion need not be exhaustive but should consider three or more reasons. <i>e.g. some lawbreaking not commonly perceived as crime, need, greed, likelihood of being caught/ prosecuted, peer pressure, majority rule not universal, role models.</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.

Question and section of study	AO	Marks	Max	Commentary and example responses
9 Section 1: Family Structures, Roles and Functions	(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 unclear explanation of ageing population with only a basic understanding of terminology.</p> <p>Level 2: Shows relevant and accurate social scientific knowledge expressed in appropriate technical language. There is clear understanding of the concept of an ageing population and of variety of attitudes to the elderly. Information and arguments are likely to address some parts of the question thoroughly or the whole question in an imbalanced way.</p> <p>Level 3: Social science data, concepts and language are used to demonstrate an awareness of a range of features of an ageing population and attitudes to the elderly. These are identified and dealt with more specifically than at Level 2. There is awareness of, for example, issues of health care, taxation and expenditure, the “grey pound”, cultural variety. There are clear attempts to offer a balanced response.</p> <p>Level 4: A range of social science data, concepts and language are used to consider the effects of trends and attitudes referred to above. There are more research or data references than at Level 3, applied with understanding within a balanced response.</p>
	(AO2)	1-3 4-6 7-8 9-10	10 <b>25</b>	<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
10 Section 2: UK economy in relation to EU and world markets	(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 international trade or UK trading partners with only a basic understanding of terminology.</p> <p>Level 2: Shows relevant and accurate social scientific knowledge expressed in appropriate technical language. There is clear understanding of international trade patterns and of a variety of influencing factors. Information and arguments are likely to address some parts of the question thoroughly or the whole question in an imbalanced way.</p> <p>Level 3: Social science data, concepts and language are used to demonstrate an awareness of a range of patterns and changes, with some explicit consideration of cause and effects. These are identified and dealt with more specifically than at Level 2. There is awareness of, for example, EU, the Commonwealth, emergent economies, costs and benefits of trade agreements. There are clear attempts to offer a balanced response.</p> <p>Level 4: A range of social science data, concepts and language are used to consider the effect of effects and differences referred to above. There are more research and data references than at Level 3, applied with understanding within a balanced response.</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: Courts and Sentencing & Rights and Responsibilities	(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 unclear explanation of crime prevention with only a basic understanding of terminology.</p> <p>Level 2: Shows relevant and accurate social scientific knowledge expressed in appropriate technical language. There is clear understanding of the concept of prevention and of a few of the strategies used. Information and arguments are likely to address some parts of the question thoroughly or the whole question in an imbalanced way.</p> <p>Level 3: Social science data, concepts and language are used to demonstrate an awareness of a range of strategies used in crime prevention. These are identified and dealt with more specifically than at Level 2. There is explicit awareness of some of the following: Neighbourhood watch, alarms, offender registration, sentencing as a deterrent, police visiting schools. There are clear attempts to offer a balanced response.</p> <p>Level 4: A range of social science data, concepts and language are used to consider the effectiveness of strategies identified above. There are more research or data references than at Level 3, applied with understanding within a balanced response.</p>
	(AO2)	1-3 4-6 7-8 9-10	10 <b>25</b>	<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>

