GCSE

WJEC GCSE Social Studies

Approved by Qualifications Wales

Sample Assessment Materials

Unit 2: Investigating Society and Social Issues

Teaching from 2026
For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

Made for Wales.
Ready for the world.

WJEC would like to thank the students and teachers of Fitzalan High School, Cardiff and Llanwern High School, Newport for their participation in the creation of these covers.

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About this pack: information for teachers

This pack contains the assessment materials for Unit 2: Investigating Society and Social Issues.

Within this pack, you will find:
- information for teachers on how to manage arrangements for assessment
- overview of candidate requirements
- resource requirements
- social issue sources
- assessment information: a detailed breakdown of each task, the evidence and additional instruction, the assessment conditions (controls) under which the task is to be completed, timing and resources
- information for candidates, which tells candidates about things that they must and must not do when they are completing the assessment
- the mark scheme which must be used to assess candidate work
- a Candidate Cover Sheet
- a Candidate Declaration Form.

You must provide each candidate with a copy of the complete candidate assessment pack.

Managing the assessment

This is a WJEC marked (external) non-examination assessment. The following arrangements must be followed when managing the assessment.

Task setting

This assignment has been produced by WJEC and cannot be changed.

Time

Candidates must be allowed **6 hours and 30 minutes** to complete this assessment. Candidates should spend approximately:

- 1 hour 30 minutes completing task 1
- 1 hour 30 minutes completing task 2
- 1 hour completing task 3
- 1 hour completing task 4
- 1 hour 30 minutes completing task 5.

The time suggested for each task takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for this assessment. Centres can, however, amend the suggested time available for each task.

Research

Candidates must undertake primary research and the data collection for this can be done in informally and not under supervision. All other work related to the primary research is to be done in formally supervised sessions.

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Referencing

Candidates must reference any research done during the NEA. Candidates must follow the guidelines on 'When to Reference a Source' found in Appendix 1 and 'How to Reference a Source' found in Appendix 2 of the document named 'Conducting Non-examination Assessments in National 14–16 Qualifications – Guide for Teachers'.

Assessment conditions

There are three levels of Assessment conditions: high, medium and low. The conditions relevant for this unit are stated below.

Level	Assessment conditions
High	Candidates complete work under formal supervision[1] – in a classroom, (e.g. with teacher supervision) following these rules: • No communication with peers is allowed (including unrelated topics) • No assistance may be given by the teacher beyond reading the instructions • Candidates must work independently, and all work must be their own • Candidates' work must remain within the centre at all times and stored securely between timetabled sessions • Wall displays or materials that could advantage candidates must not be visible • In line with JCQ regulations for non-examination assessments, the 'Warning to Candidates' and 'Unauthorised Items Poster' must be displayed.

Resources

There are three levels of resource conditions: none, specified and permitted. The relevant conditions for this unit are stated below.

Level	Resources
Specified	• Candidates may access only the specific resources stated in the Resource Information and/or Assessment Information. This may include centre-provided resources or research candidates have collected. • Internet access (and other resources) may be allowed for if specified by the Assessment Information; teachers must monitor this. • Use of AI is not allowed. • Candidates must not provide resources unless explicitly stated in the Assessment Information. • Candidates must follow the 'When to Reference a Source' found in Appendix 1 and 'How to Reference a Source' found in Appendix 2 when using resources found in 'Conducting Non-examination Assessments in National 14–16 Qualifications – Guide for Teachers'

[1] There are no set requirements regarding the number of teachers/assessors required to be present during an assessment. However, the ratio must be sufficient to ensure appropriate supervision of candidates throughout. If only one teacher/assessor is present, they must be able to request assistance without needing to leave the assessment room. Under no circumstances should candidates be left unsupervised or unattended at any time.

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Candidates must have access to the candidate assessment pack and any necessary resources, as specified in the detailed task tables within the candidate pack.

Supervision

Candidates must be supervised by an assessor whilst completing the activities. Centres must have in place systems to ensure candidates cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision must be in place to ensure the authenticity of evidence produced for summative assessment.

You should not provide input or guidance to candidates during the assessment time. This includes providing formative feedback on the evidence being produced. You can provide guidance on the requirements of the task and remind candidates of the mark bands and how they can be interpreted.

Candidates can review and redraft evidence independently within the time controls for the assessment.

Candidates must sign the declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign the declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in this assessment.

Candidate evidence

The acceptable formats for evidence of each of the tasks is summarised in the task tables. Any modified assessment must enable the candidate to generate the evidence required in this table.

Task marking

WJEC will mark all evidence produced by candidates.

Centres **must** ensure that a candidate cover sheet (included in the candidate assessment pack) is completed for every candidate and attached to the front of the candidate's work.

Notes on the completion of the Candidate Declaration Form

- The form must be completed and securely attached to the Candidate's work, and sent to the awarding body.
- The form can be completed electronically or manually. Electronic signatures will be accepted.
- If the number of sessions exceed the space on the paper, please continue on another sheet of paper.

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Further information

You should refer to the JCQ Instructions for conducting non-examination assessment for further information on managing assessment within our GCSE Qualifications.

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WJEC GCSE Social Studies

Candidate Assessment Pack

Unit 2: Investigating Society and Social Issues

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Centre No:								Candidate No:							

Surname	

First name(s)	

GCSE

3170U2

GCSE Social Studies
Unit 2: Investigating Society and Social Issues

External Candidate Assessment Pack
Candidate cover sheet

For examiner's use only	
Task	**Mark Awarded**
1(a)	/6
1(b)	/6
2(a)	/6
2(b)	/8
3(a)	/8
3(b)	/8
4	/6
5	/12
Total Mark Awarded	**/60**

Candidates must write their name, centre number and candidate number in the spaces at the top of this page.
NB: This cover page must accompany the candidate's evidence

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About this pack: information and instructions for candidates

This candidate assessment pack is for candidates completing Unit 2 – Investigating Society and Social Issues.

Within this pack, you will find:

- overview of candidate requirements
- resource information
- social issue sources
- assessment information: a detailed breakdown of each task, the evidence requirements and the conditions (controls) under which the task is to be completed
- information for candidates, which tells you about things that you must and must not do when you are completing the assessment
- the mark scheme which will be used to assess your work
- a Candidate cover sheet
- a Declaration Form.

You will have 6 hours and 30 minutes in total to complete this assessment. This does not include the time needed to gather the data for your primary research. You should spend approximately:

- 1 hour 30 minutes completing task 1
- 1 hour 30 minutes completing task 2
- 1 hour completing task 3
- 1 hour completing task 4
- 1 hour 30 minutes completing task 5.

You will be supervised throughout the assessment.

Your teacher is allowed to help you to understand the assessment requirements and the tasks, but there are rules about the kind of help and how much they can give you. You should speak to your teacher if you have any questions about what you are and are not allowed to do as you are completing the tasks, as they will know how much help they are allowed to give you.

It is important that you work independently from other candidates and the work produced should be your own unaided work. You and your teacher will be required to sign a declaration that all work presented is your own work.

You should refer to a document called Conducting Non-examination Assessments in National 14–16 Qualifications – Guide for Candidates to help you to understand how to approach referencing research if this forms part of your assessment or preparation for your assessment. The document will also help you understand the controls relating to assessment conditions and resources that you must follow for tasks.

You are advised to check your work carefully to make sure that it is accurate and correct.

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Overview of requirements

You are required to complete Tasks 1–5 but these do not have to be done all at the same time.

Following completion of Task 2, you need to collect data using your selected method. This collection of feedback is not included in the overall time for your assessment.

Resources information

You need to conduct independent research for Task 2 and are allowed access to specific resources for Tasks 2–5. Please see the controls column on page 12 for the details of these resources.

For tasks 2–5 you are allowed access to the outcomes of Task 1–4 and you can have these either in printed or electronic form (such PDF documents).

For Task 5, where are you creating an artefact, you are allowed to use a pre-prepared template.

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Unit 2 – SAMS – Resource Pack

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How to use this resource pack

This resource pack will:

- introduce you to a social issue
- present you with a range of sources about this social issue.

During Task 1 you are able to read and annotate this resource pack. You can use your annotated resource pack when undertaking the tasks. This will be submitted with your completed tasks at the end of the assessment.

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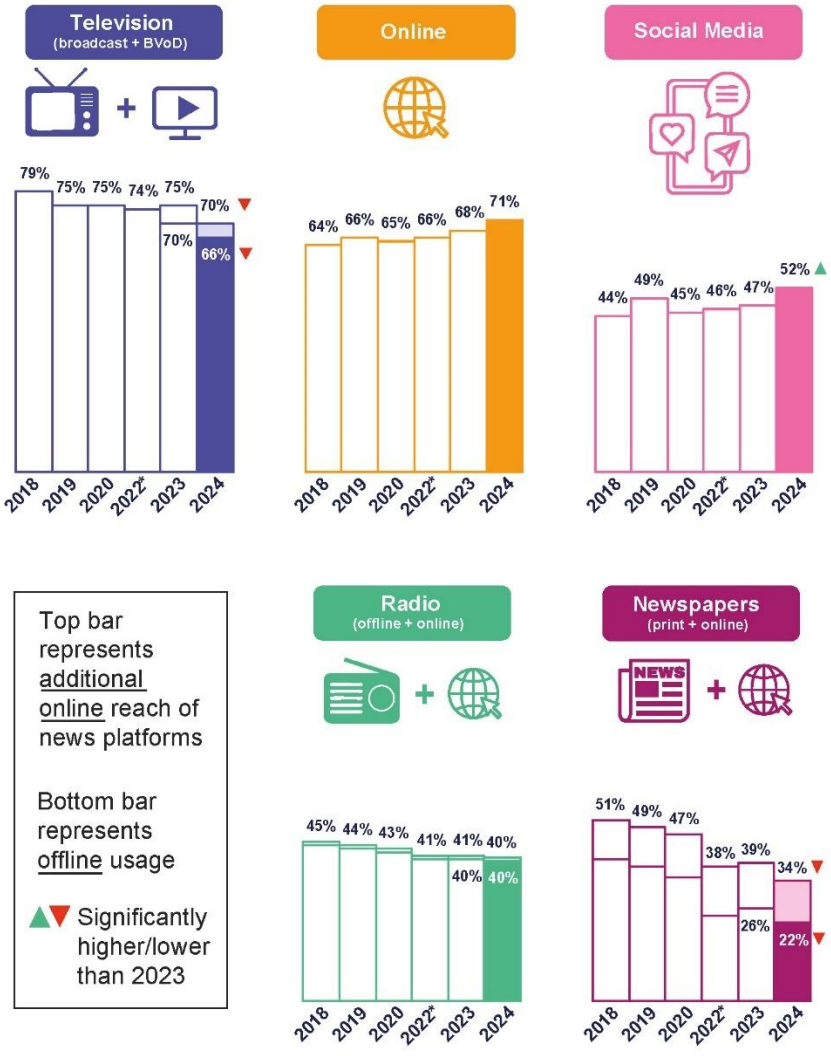
The Social Issue: Accuracy of information on social media

Source 1

Outline	Taken from the News Consumption Survey carried out by OFCOM and published 10th September 2024. 5,466 interviews were undertaken to gather the data. 2,149 were face to face and 3,317 were carried out online.
Author	Ofcom is the UK's communications regulator, responsible for overseeing the TV, radio, mobile, and postal industries.

Figure 1: Main platforms used for news nowadays[2]



[2] 'Online' includes use of social media, podcasts, messaging apps and other websites/apps accessed via any device. Online radio services, messaging apps and smart devices added in 2024; BVoD (broadcaster video on demand) added in 2023.

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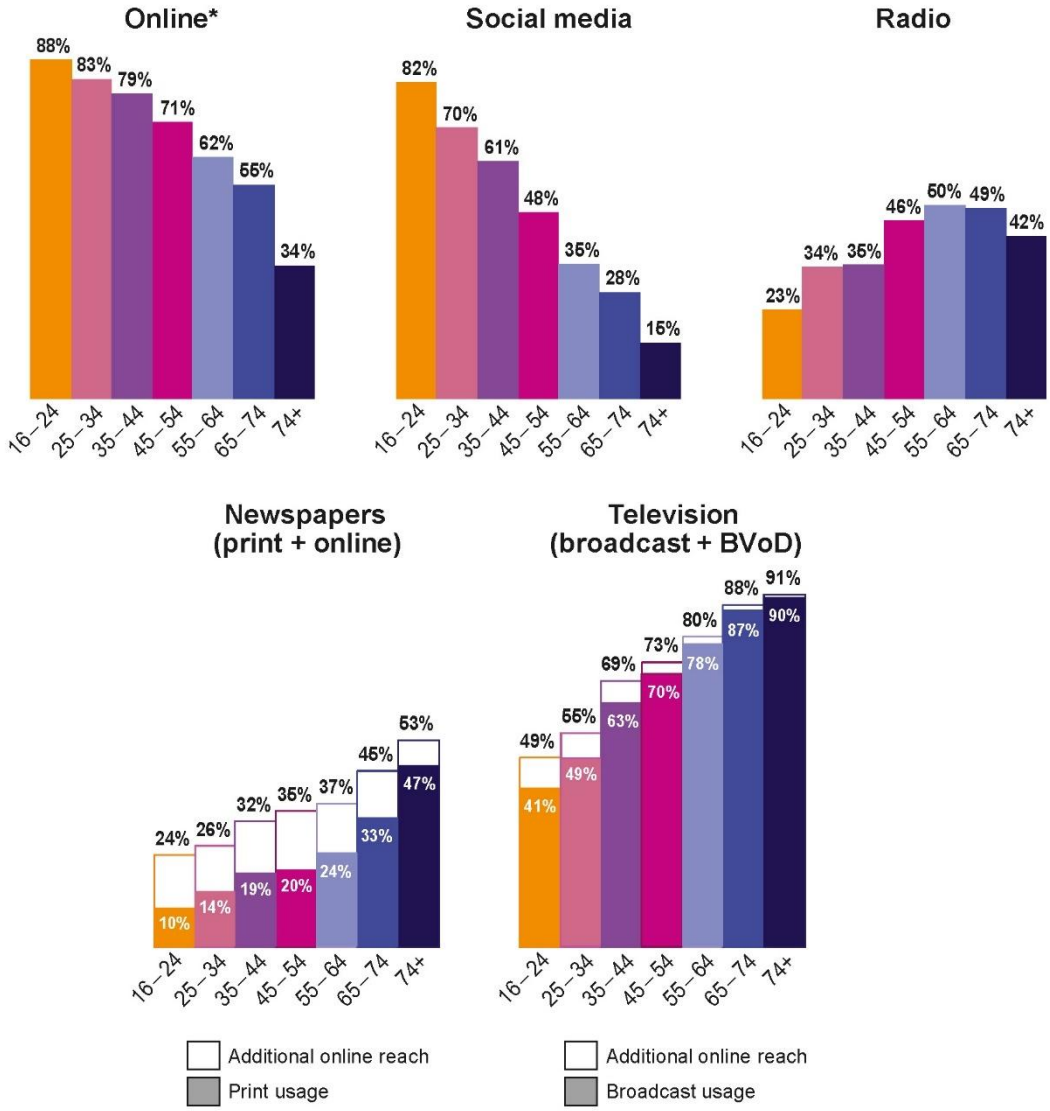
Figure 2: Main platforms used for news, by age group: 2024



Ofcom news consumption survey 2024. Question: C1. Which of the following platforms do you use for news nowadays? Base: All adults 16+ 2024 – Aged 16–24 = 692. 25–34 = 825, 35–44 = 928, 45–54 = 930, 55–64 = 721, 65–74=795, 75+ = 574.

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Source 2

Outline	Extracts from a UNESCO report '*Behind the Screens: Insights from Digital Content Creators; Understanding their Intentions, Practices and Challenges*.' The report was based on an anonymous online survey of 500 digital content creators from around the world and in-depth interviews of digital content creators.
Author	Dr. Louisa Ha, Bowling Green State University, Ohio, USA on behalf of UNESCO which stands for the United Nations Educational, Scientific and Cultural Organization.

1.1 Digital Content Creators and Their Role as Opinion Leaders for Their Community

Digital content creators are reshaping the way information is curated and disseminated in unprecedented ways. Whether they engage millions of followers or focus on niche communities, these influential voices are increasingly reaching global audiences, especially younger generations who are using less and less traditional media for their news. Despite their expanding outreach, many digital content creators who work independently face significant challenges including the lack of institutional support, guidance and recognition. While digital content creators enrich the information landscape with unique and diverse perspectives, concerns about the reliability and quality of their content are growing, highlighting the need for a more comprehensive understanding of their impact on the digital information ecosystem.

In this study, 'digital content creators' are described as people who create content on social platforms (such as YouTube, TikTok and Instagram) for public consumption and have at least 1,000 followers.

2.2. Relation with Trust and Accuracy

As audiences increasingly turn to digital content creators to access information, the need for creators to prioritize accuracy becomes even more critical. Misinformation and disinformation can quickly erode trust, leading to scepticism and disengagement from followers. But unlike journalists who are often formally trained to assess sources' credibility and equipped with skills and tools to verify facts, digital content creators often lack formal training in these areas, which can lead to challenges in ensuring the accuracy of their content.

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A. Fact-Checking Processes

Figure 2 Primary Factor Used to Evaluate Credibility of Online Sources

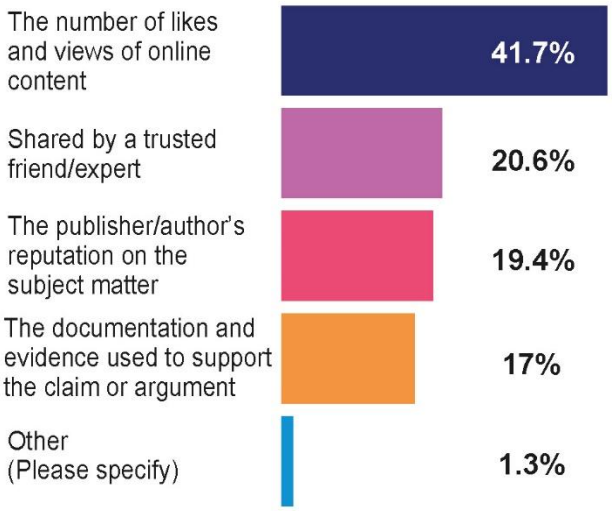
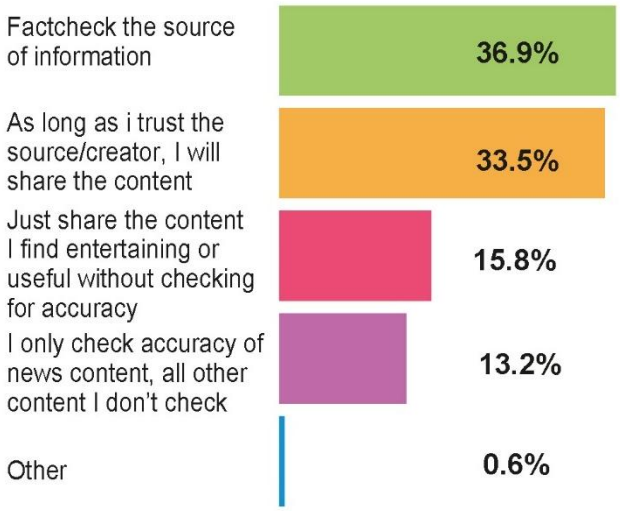


Figure 3 Primary Factor used to Evaluate Credibility of Online Sources



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Source 3

Outline	Data taken from an online survey carried out in March 2023 with 1993 participants. It was published by the Alan Turing Institute in May 2024
Author	The Alan Turing Institute is the national institute for data science and artificial intelligence, with headquarters at the British Library.

Self-reported exposure to, and concern about, online misinformation

Exposure to misinformation on social media is high: 38% say they have witnessed misinformation on social media many times, **40%** say they have witnessed misinformation on social media occasionally, while **11%** say they have witnessed misinformation on social media very rarely and just **6%** say they have never witnessed misinformation on social media. When respondents who say they never use social media were excluded, only **3%** say they have witnessed misinformation on social media.

A substantial portion of misinformation is sent directly to individuals on social media: 50% have directly received misinformation on social media at least once. Figure 1 shows self-reported exposure to misinformation broken down by categories for gender and age.

Concern about misinformation is correspondingly high: 86% are fairly or extremely concerned about misinformation on social media. **12%** are not very concerned, and less than **1%** are not at all concerned.

Self-reported exposure to misinformation on social media

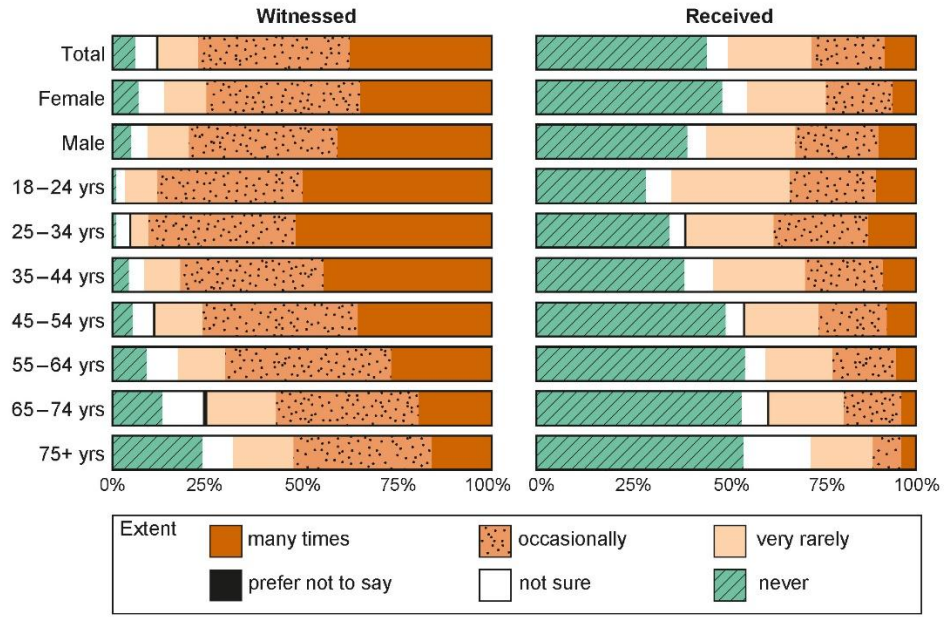

Figure 1: Self-reported exposure to misinformation on social media broken down by categories for gender and age. The first panel shows the extent to which people have witnessed misinformation and the second panel shows the extent to which people have directly received misinformation.

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Assessment: Investigating Society and Social Issues

To complete this assessment, you have been given a resource pack containing four sources that explore a social issue. In this assessment you will need to use these sources to summarise the social issue and then evaluate the credibility of these sources. You will then plan and carry out a piece of primary research to investigate the social issue. The findings from your primary research will need to be presented and analysed to draw conclusions. Using the resource pack and the findings from your primary research you will then create an artefact to summarise views on the social issue.

You will have a total of 6 hours and 30 minutes to complete the write up of the tasks below. This does not include the time needed to gather the data for your primary research.

You should spend approximately:
- 1 hour 30 minutes completing task 1
- 1 hour 30 minutes completing task 2
- 1 hour completing task 3
- 1 hour completing task 4
- 1 hour 30 minutes completing task 5.

Task 1
Use the sources in the resource pack to summarise the social issue. Evaluate the credibility of the sources in the resource pack considering aspects such as accuracy, authority of the author, currency, potential bias and purpose.

Task 2
Complete a '*WJEC GCSE Social Studies – Unit 2 Primary Research Plan'* form (see Appendix A). You should consider an appropriate method, a suitable sample and how you will deal with ethical issues and manage any risks from the research. You will then design a data collection device and use it to gather data.

Task 3
Display the data from your primary research using appropriate methods, then explain why these are appropriate for the data you collected. You will also suggest conclusions from the data you collected in your primary research about attitudes towards the social issue.

Task 4
Evaluate your primary research considering your sample, method and the data collection device you designed.

Task 5
Create an artefact, such as a letter/email, newspaper article, research poster, speech or web page that summarises the social issue. This should follow an appropriate format and feature effective communication of the social issue. It should demonstrate the use of the sources in the resource pack and the findings from your primary research.

The tasks on pages 10 to 12 state what **should** be included in your evidence and what **could** be included:
- where tasks use the word **should**, you will need to include what has been listed
- where tasks use the word **could**, this information is for guidance only.

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Tasks

Task		Evidence	Controls
1	(a) Summarise what the sources in the resource pack say about the social issue. [6 marks] (b) Evaluate the credibility of the sources in the resource pack. You could consider aspects such as: • accuracy • authority of author • currency • potential bias • purpose. [6 marks]	Written report Annotated resource pack	Assessment conditions: high Resources: Specified: • resource pack and/or annotated resource pack • Internet/AI not allowed
You should spend approximately 1 hour 30 minutes completing this task			
2	(a) Complete a '*WJEC GCSE Social Studies – Unit 2 Primary Research Plan'* form (see page 17). [6 marks] (b) Create a data collection device for your primary research and use it to investigate the social issue. You could create: • a questionnaire • interview questions • a plan for an overt observation. [8 marks]	Completed '*WJEC GCSE Social Studies – Unit 2 Primary Research Plan'.* Data collection device	Assessment conditions: high Resources: specified: • outcomes from Task 1 • Internet/AI not allowed
You should spend approximately 1 hour 30 minutes completing this task. Following this task, you should collect feedback using your selected method. This is not included in the overall time for your assessment.			

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Task		Evidence	Controls
3	(a) Display data from your primary research. You could use: • bar charts • histograms • infographics • line graphs • pie charts • scatter plots • word clouds. [8 marks] (b) Explain why the display methods you selected are appropriate and what conclusions your data shows. [8 marks]	Raw data to be submitted as an appendix Written report	Assessment conditions: high Resources: specified: • resource pack • outcomes from Tasks 1–2 • findings from primary research • Internet/AI not allowed
You should spend approximately 1 hour completing this task			
4	Evaluate your primary research. You should consider the: • method • data collection device • sample: size, characteristics, sampling technique. [6 marks]	Written report	Assessment conditions: high Resources: specified: • resource pack • outcomes from Tasks 1–3 • findings from primary research • Internet/AI not allowed
You should spend approximately 1 hour completing this task.			

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Task		Evidence	Controls
5	Create an artefact that summarises the social issue. You could create: • an email • an online article/blog post • a research poster • a speech. The artefact should: • follow an appropriate layout/format • feature effective communication for the artefact type and audience • reflect the sources in the resource pack • reflect the results of the primary data collection. [12 marks]	Artefact	Assessment conditions: high Resources: specified: • resource pack • outcomes from Tasks 1–4 • findings from primary research • access to the Internet allowed but not use of AI.
You should spend approximately 1 hour 30 minutes completing this task.			

End of tasks

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Information for candidates

The following information has been taken from the JCQ Information for candidates – non-examination assessments and the JCQ Artificial Intelligence (AI) Use in Assessments: Protecting the Integrity of Qualifications. This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

Preparing your work

- When you submit your work and sign your candidate declaration form, you need to ensure that your final product reflects your own independent work and isn't copied or paraphrased from another source such as an AI tool.
- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.
- Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.
- **Do not** be tempted to use pre-prepared online solutions (such as those produced by AI tools and chatbots) – this is cheating. Electronic tools used by WJEC can detect this sort of copying.
- You **must not** write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** Don't think you won't be caught; there are many ways to detect plagiarism:

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists – they may have read the source you are using, or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks
- you will be disqualified from that unit for the assessment series in question
- you will be disqualified from the whole subject for that assessment series
- you will be disqualified from all subjects and barred from entering again for a period of time.

WJEC will decide which penalty is appropriate.

Remember – it is your qualification, so it needs to be your own work.

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Candidate Declaration Form

You must complete Part A and Part B of this form

Centre No:								**Centre Name:**	
Candidate No:								**Candidate Name:**	
Unit Title:									

Part A: Candidate Declaration

References: Give details of the exact source used in the assignment. Please note, if you have used the 'reference table template' found in Appendix 2 of the document named 'Conducting Non-examination Assessments in National 14-16 Qualifications – Guide for Candidates', you can simply say 'see reference table'.

Authentication Declaration
I declare that my work was completed independently and without any assistance beyond that which was permitted. All work is my own, except for any non-original material clearly credited above. This work has not been submitted for any other qualification. I have clearly referenced any sources, and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

Candidate Signature:	**Date:**

Part B: GDPR Consent

- WJEC may select your work for use at teacher training events and subsequently upload it onto WJEC's secure website (accessible only to teachers via a secure login). Your name would be removed from your work before we use it. All materials are reviewed regularly and are removed when no longer relevant to our qualifications.
- WJEC may select your work for use in teaching and learning resources published on the WJEC public website. Your name would be removed from your work before we use it. All materials are reviewed regularly and are removed when no longer relevant to our qualifications.
- You understand that this agreement may be terminated at any time through written request[3].
- For further details about how we process your data please read WJEC's privacy notice.

If you prefer that WJEC **does not** use your work in this way, please tick here: ☐

[3] You must be over 13 to provide consent. You may withdraw your consent at any time by contacting WJEC on qualifications@wjec.co.uk. Please include the title of the work, the year of assessment, centre name and number, candidate name and the unit title in the communication. The work will then be removed from the secure website.

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WJEC GCSE Social Studies – Unit 2 Primary Research Plan

Centre No:								**Centre Name:**	

Candidate No:								**Candidate Name:**	

Social issue being investigated:	

Method you will be using to gather attitudes about this social issue:
1. Explain why this **method** is appropriate to use when investigating attitudes towards this social issue.
Data collection device you will be using to gather attitudes about this social issue:
2. Explain why this **data collection device** is appropriate to use when investigating attitudes towards this social issue.

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Sampling technique you will be using to gather attitudes about this social issue:

3. Explain why this **sample technique** is appropriate to use when investigating attitudes towards this social issue.

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4. Consider the **ethical issues** below and explain what **strategies** you will employ to manage the risks of each when investigating your social issue.	
(a) Confidentiality	
(b) Harm to participants	
(c) Valid consent	
(d) Privacy	

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Additional space for completing answers, if required.
Please add the question number that the additional material relates to.

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End of Candidate Assessment Pack

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The marking scheme will be published separately after the assessment has taken place in line with WJECs publication policy.

Marking scheme

Banded mark schemes guidance

To reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

The marking using banded mark schemes should always be positive. This means that, for each candidate's response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate's answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate's answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, assessors should move up to the next band and repeat this process for each band until the descriptors most closely matches the work.

Stage 2 – Deciding on the mark

Having determined the appropriate band, deciding on the mark within a band will be made on the basis of a 'best fit' procedure, weaknesses in some areas being compensated for by strengths in others.

Examiners should use the full range of marks available to them. Marking should be positive, rewarding achievement rather than penalising failure or omissions. The awarding of marks must be directly related to the marking criteria, and all responses must be marked according to the banded levels provided for each question.

Standardising material that has already been awarded a mark will be provided during standardising and this should be used as a reference material when assessing work. Examiners are reminded of the need to revisit the standardising material as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted.

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Task 1 (a) Summarise what the sources in the resource pack say about the social issue.	
Band	**AO2**
3	**5–6 marks** A convincing response that shows: • effective application of knowledge and understanding of all the main source points • clear knowledge and understanding of all the main points of the social issue.
2	**3–4 marks** A good response that demonstrates: • some effective application of knowledge and understanding of most of the main source points • some clear knowledge and understanding of most of the main points of the social issue.
1	**1–2 marks** A basic response that demonstrates: • little application of knowledge and understanding of the main source points • minimal knowledge understanding of the main points of the social issue.
0	**0 marks** Response not creditworthy or not attempted.

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Task 1 (b)
Evaluate the credibility of the sources in the resource pack.
You could consider aspects such as:

- accuracy
- authority of author
- currency
- potential bias
- purpose.

Band	AO3
3	**5–6 marks** A convincing evaluation that demonstrates: • effective analysis of all sources • informed judgments made clearly linked to the sources • effective use of relevant examples to support argument • a clear and coherent response that is well organised and well structured.
2	**3–4 marks** A good evaluation that demonstrates: • clear analysis of most of the sources • clear judgements made mostly linked to the sources • mostly relevant examples used to support argument • a generally clear and coherent response that is organised and structured.
1	**1–2 marks** A basic evaluation that demonstrates: • little relevant analysis of the sources • few judgements made which are not always linked to the sources • minimal use of relevant examples • an overall poor response that lacks control over clarity, coherence organisation and structure.
0	**0 marks** Response not creditworthy or not attempted.

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Task 2 (a) Complete a '*WJEC GCSE Social Studies – Unit 2 Primary Research Plan'* form (see Appendix A).	
Band	**AO2**
3	**5–6 marks** The completed form is clear and detailed and shows: • a suitable plan with a clear focus on the social issue that will result in gathering of valid attitudes • application of clear knowledge and understanding of appropriate methods • application of clear knowledge and understanding of suitable sample techniques • application of clear knowledge and understanding of relevant ethical issues/management of risk.
2	**3–4 marks** The completed form is mostly clear with some detail and shows: • a generally suitable plan with a focus on the social issue that will result in gathering of some valid attitudes • some application of clear knowledge and understanding of appropriate methods • some application of clear knowledge and understanding of suitable sample techniques • some application of clear knowledge and understanding of relevant ethical issues/management of risk.
1	**1–2 marks** The completed form is basic and shows: • a plan with some omissions that lacks focus on the social issue so is likely to result in gathering of limited valid attitudes • minimal application of knowledge and understanding of appropriate methods • minimal application of knowledge and understanding of suitable sample techniques • minimal application of knowledge and understanding of relevant ethical issues/management of risk.
0	**0 marks** Response not creditworthy or not attempted

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Task 2 (b)
Create a data collection device for your primary research and use it to investigate the social issue.
You could create:

- a questionnaire
- interview questions
- a plan for an overt observation.

Band	AO4
4	**7–8 marks** The collection device demonstrates comprehensive skills and techniques by: • having a design that allows for a well-focused investigation of the social issue • enabling collection of data that is clearly relevant to the social issue • being clear and coherent, well organised and well structured.
3	**5–6 marks** The collection device demonstrates effective skills and techniques by: • having a design that allows for relevant investigation of the social issue • enabling collection of data that is mostly relevant to the social issue • being mostly clear and coherent, organised and structured.
2	**3–4 marks** The data collection device demonstrates relevant skills and techniques by: • having a design that allows for some relevant investigation of the social issue • enabling the collection of data that has some relevance to the social issue • being generally clear and coherent, organised and structured, though may have lapses.
1	**1–2 marks** The data collection device demonstrates basic skills and techniques by: • having a design that allows for minimal investigation of the social issue • enabling the collection of data that may not always be relevant to the social issue • lacking overall control in terms of clarity, coherence, organisation and structure.
0	**0 marks** Response not creditworthy or not attempted.

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Task 3 (a)
Display data from your primary research.
You could use:

- bar charts
- histograms
- infographics draw
- line graphs
- pie charts
- scatter plots
- word clouds.

Band	AO4
4	**7–8 marks** Demonstration of comprehensive skills and techniques that: • shows accurate and clearly expressed presentation of all research data using appropriate method(s) • uses appropriate data presentation features • has a well organised layout that is easy to understand.
3	**5–6 marks** Demonstration of effective skills and techniques that: • shows mainly accurate and clearly expressed presentation of all/most research data using appropriate method(s) • uses mostly appropriate data presentation features • has an organised layout that is mostly easy to understand.
2	**3–4 marks** Demonstration of some clear skills and techniques that: • shows some accurate and clearly expressed presentation of selected research data using some appropriate method(s) • uses some appropriate data presentation features • has some clearly organised layout that is easy to understand though may have lapses.
1	**1–2 marks** Demonstration of basic skills and techniques that: • shows minimal accurate and clearly expressed presentation of selected research data using little appropriate method(s) • uses few appropriate data presentation features • has a poorly organised layout that is not always easy to understand.
0	**0 marks** Response not creditworthy or not attempted.

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Task 3 (b) Explain why the display methods you selected are appropriate and what conclusions your data shows.	
Band	**AO4**
4	**7–8 marks** A response that demonstrates comprehensive skills and techniques by: • providing a detailed, coherent and logical explanation of appropriate display methods • providing convincing conclusions that are appropriately and effectively drawn from the data displayed • being clear and coherent, well organised and well structured.
3	**5–6 marks** A response that demonstrates effective skills and techniques by: • providing a clear explanation of appropriate display methods that is mainly coherent and logical • providing clear conclusions that are mostly appropriately and effectively drawn from the data displayed • being mostly clear and coherent, organised and structured.
2	**3–4 marks** A response that demonstrates good skills and techniques by: • providing some clear explanation of appropriate display methods that has some coherence and logic • providing some clear conclusions that are generally appropriately and effectively drawn from the data displayed • being generally clear and coherent, organised and structured though may have lapses.
1	**1–2 marks** A response that demonstrates basic skills and techniques by: • providing little clear explanation of appropriate display methods that overall lacks coherence and logic • providing limited conclusions that are not always appropriately and effectively drawn from the data displayed • having overall lack of control in terms of clarity, coherence, organisation and structure.
0	**0 marks** Response not creditworthy or not attempted.

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Task 4
Evaluate your primary research.
You should consider the:

- method
- the data collection device
- sample: size, characteristics, sampling technique.

Band	AO3
3	**5–6 marks** A convincing analysis and evaluation that demonstrates: • clear and even coverage of all aspects: method, data collection device and sample • clear and mostly informed judgements made from the primary research • effective use of relevant examples • a coherent and logical response that is well organised and well structured.
2	**3–4 marks** A good analysis and evaluation that demonstrates: • some clear coverage of most aspects: method, data collection device and sample • some clear judgements made from the primary research • some use of relevant examples • a generally coherent and logical response that is organised and structured.
1	**1–2 marks** A basic analysis and evaluation that demonstrates: • limited and uneven coverage of aspects: method, data collection device and sample • few judgements made from the primary research • little or no use of relevant examples • a response that lacks overall control in terms of coherence, logical process, organisation and structure.
0	**0 marks** Response not creditworthy or not attempted.

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Task 5
Create an artefact that summarises the social issue.
You could create:

- an email
- an online article/blog post
- a research poster
- a speech.

The artefact should:

- follow an appropriate layout/format
- feature effective communication for the artefact type and audience
- reflect the sources in the resource pack
- reflect the results of the primary data collection.

Band	AO4
4	**10–12 marks** The artefact demonstrates comprehensive skills and techniques by: • effective summarising of the social issue • use of appropriate layout and format features and images (if required) • use of effective communication that is suitable for the type and audience • reflecting sources and primary data collection results both clearly and coherently • being clear and coherent, well organised and well structured.
3	**7–9 marks** The artefact demonstrates effective skills and techniques by: • mostly effective summarising of the social issue • use of mostly appropriate layout and format features and images (if required) • use of mostly effective communication that is mainly suitable for the type and audience • reflecting sources and primary data collection results clearly • being mostly clear and coherent, organised and structured.
2	**4–6 marks** The artefact demonstrates relevant skills and techniques by: • some clear summarising of the social issue • use of some appropriate layout and format features and images (if required) • use of some effective communication that may not always suitable for the type and audience • reflecting sources and primary data collection results with some clarity • being generally clear and coherent, organised and structured though may have lapses.

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1	**1–3 marks** The artefact demonstrates basic summary skills and techniques by: • minimal summarising of the social issue • use of occasional appropriate layout and format features and images (if required) • use of limited effective communication suitable for the type and audience • reflecting sources and primary data collection results with limited clarity. • having overall lack of control in terms of clarity, coherence, organisation and structure.
0	**0 marks** Response not creditworthy or not attempted.

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Source Acknowledgements

Source 1	'News consumption in the UK: 2024' Published by Ofcom 10 September 2024 Link: https://www.ofcom.org.uk/siteassets/resources/documents/research-and-data/tv-radio-and-on-demand-research/tv-research/news/news-consumption-2024/news-consumption-in-the-uk-2024-report.pdf?v=379621
Source 2	'Behind the screens: insights from digital content creators; understanding their intentions, practices and challenges' Published by UNESCO 2024 Link: https://unesdoc.unesco.org/ark:/48223/pf0000392006
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