Starter Quiz ·

GAC Social Science Name: _____ Score: _____

1. Which three concepts could help analyse the supplied shared-river case? Choose all that apply.

   ☐ A possible effect whose cost falls on another group

   ☐ A resource used by more than one group

   ☐ A difficulty agreeing how to secure shared benefits

   ☐ Proof that everyone already knows the solution

   Tick every correct option.

2. A badly worded question returns the same wrong answer every time. What is it?

   ☐ Both

   ☐ Neither

   ☐ Reliable but invalid

   ☐ Valid but unreliable

3. ”62% skip breakfast, which shows the canteen opens too late.” What is wrong?

   ☐ Nothing is wrong

   ☐ The second half is interpretation and belongs in the discussion

   ☐ The percentage is too precise

   ☐ It is too short

4. Which interpretation fits the fictional river case?

   ☐ An international goal proves that local water access is solved

   ☐ Only the downstream user can benefit from monitoring

   ☐ A downstream location proves contamination

   ☐ Shared use, possible effects on others and a need to agree monitoring decisions

5. Weighing recorded plate waste provides amounts. What can optional interviews add?

   ☐ Students’ reported reasons or experiences

   ☐ Nothing because only numbers count

   ☐ A proven cause of all school waste

   ☐ The measured mass without using a scale

6. What is the test of a good method section?

   ☐ A stranger could repeat the study from it

   ☐ It defends the results

   ☐ It is short

7. If average income is rising, most people must be getting richer.

   ☐ True ☐ False

8. An excellent measurement design allows researchers to ignore participant consent and data risks.

   ☐ True ☐ False

9. A report should hide limitations to make its conclusion sound more certain.

   ☐ True ☐ False

10. Two countries have the same average income. What else must you look at?

    ☐ Nothing, income is enough

    ☐ Population size

    ☐ Land area

    ☐ Health, education and inequality

Answers ·

GAC Social Science

1. **A possible effect whose cost falls on another group; A resource used by more than one group; A difficulty agreeing how to secure shared benefits**

   The concepts help ask case-specific questions. They do not prove contamination, establish one universal cause or show that all global issues have the same structure.

2. **Reliable but invalid**

   It repeats consistently, so it is reliable – and it is not measuring what was claimed, so it is invalid.

3. **The second half is interpretation and belongs in the discussion**

   The percentage is a reported observation; the claim about opening time is a causal interpretation needing further evidence. Moving it to discussion does not make it proved.

4. **Shared use, possible effects on others and a need to agree monitoring decisions**

   Both users rely on the river. Actual effects require tests, and monitoring funding and permit approval remain open.

5. **Students' reported reasons or experiences**

   Accounts can inform a question about reported reasons. They do not demonstrate a cause, represent every pupil or guarantee that combining methods establishes a recommendation.

6. **A stranger could repeat the study from it**

   A reader needs enough information to understand and check the procedure, including selection, timing, instruments and safeguards. Do not publish private data merely to support replication.

7. **False**

   An average hides a distribution. A rising mean is compatible with most people getting poorer.

8. **False**

   A feasible design also needs appropriate permission, informed voluntary participation and careful data handling. Explain withdrawal limits and avoid unnecessary identification.

9. **False**

   Readers need limitations to judge scope and evidence. State them accurately rather than promising a higher mark or assuming every weak design becomes strong when its weaknesses are named.

10. **Health, education and inequality**

    Composite indicators exist because income alone describes very different lives identically.