

GCE

Edexcel GCE

General Studies (6453/01)

Summer 2005

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Mark Scheme (Results)

## 6453/01: Social Perspectives

### Section A (17 marks A01)

- 1 Briefly describe the difference between a direct and an indirect tax, giving and example of each. (3)

Award 1 mark for each significant point - eg

- For recognising that a direct tax is a tax levied directly on an individual or organisation while an indirect tax is a tax on a good or service (or for a similarly explicit statement) (1)
- For giving a suitable example of a direct tax - eg income tax (1)
- For giving a suitable example of an indirect tax - eg VAT (1)

- 2 (a) Use the data in the diagram to produce a table showing the relationship between inflation (%) and unemployment (%) for the years 1979, 1980, 1993 and 1994. Ensure that your table has a title and is neatly presented. (4)

- For using title - eg as given in table (1)
- For including columns for 'Year', 'Inflation %' and 'Unemployment %' (1)
- For broadly accurate table based on data in diagram (1)
- For neat and easily readable table (1)

- (b) Look at the line of best fit and estimate (to the nearest whole %):

- (i) the level of inflation when unemployment is 5%; (1)

14% or 15%

- (ii) the level of unemployment when inflation is 8%. (1)

6% or 7%

(c) **How useful is the line of best fit in making predictions about the relationship between unemployment and inflation?** (2)

Allow 1 mark for each point clearly made - eg:

- Prediction is useful if mean deviation is small - ie line of best fit represents data reasonably well
- Prediction is less useful if data is collected over a substantial number of years - eg if data from one or more years does not fit in well
- Prediction could be misleading if based on data when economic forces were different

**NB Allow one mark for a judgment supported by a generalised but acceptable reason**

3 **The population of the UK increased between 1951 and 2001 from 50.2 million to 58.8 million. Expressed as a percentage this increase is:** (1)

D: 17.1%

4 **A prison regime in which inmates are helped to acquire new skills and are trained and counselled to improve their behaviour so that they do not commit crimes or behave dishonestly in future is known as:** (1)

D: reformation

5 **Civil law:** (1)

D: exists for settling disputes between individuals.

6 **The function of the European Parliament is to:** (1)

E: act as a consultative body and give final approval to the EU budget.

7 **A nuclear family is:** (1)

C: a husband and wife and their dependent offspring.

8 **The process by which human beings learn the cultural values of the society in which they live is known as:** (1)

B:

Section B (AO2 - 3 marks and AO4 - 10 marks)

- 9 (a) (i) Show how the argument in paragraph 2 (lines 8-13) is inductive. (1)
- Produces specific pieces of evidence/observation leading to general conclusion.
- (ii) State and define one other type of argument. It does not need to be linked to quotations from the passage. (1)
- identifying and defining **deductive** argument, argument from **analogy**, argument from **authority** or argument from **cause**. Definition needs to be broadly accurate. If no satisfactory definition is given, no mark should be awarded.
- (b) From the last two paragraphs (lines 23-30) identify and write out:
- (i) a fact; (1)
- line 25: 'The youngsters are kicked off the scheme if they break the law or  
truant 3 times  
OR  
line 28: 'Christina Blythe, head of the Durham Youth Offending Service... '
- (ii) an opinion. (1)
- line 24: 'It has to be right to give them the chance'  
OR  
lines 28/29: 'This isn't a stupid wacky scheme... '
- (c) Using your answers to 9(b)(i) and (ii) above, briefly explain the difference between fact and an opinion. (2)
- 1 mark for recognising:
- Facts are objective - ie 'true' OR...
  - Facts are verifiable OR...
  - Facts are uncontested - ie - generally agreed.

1 mark for recognizing:

- Opinions are subjective - ie 'own thoughts' OR...
- Opinions depend on values OR...
- Opinions would not be universally agreed.

If definitions are correct, marks should be awarded even if 9(b)(i) and/or 9(b)(ii) are incorrect.

- (d) **How far do the evidence and arguments presented by the writer justify his conclusion that engaging youngsters' interest in fishing can divert them from crime and truancy?** (4)

*In your answer you should apply thinking and analytical skills to evaluate the quality of the evidence and argument used by the writer.*

*You must relate your answer to the content of the passage. You are not being asked to give your opinions on the matter.*

Para 2 provides good objective evidence that it is compatible with the conclusion.

Para 3 gives an apparently well-chosen case-study but of course we don't know how typical 15-year-old Mark really is.

The whole piece is supported by inductive argument in which the conclusion flows from and is compatible with the evidence. Inductive arguments do not guarantee valid conclusions but they can help to justify the conclusion. The final paragraph includes some argument from authority. 'Experts' may be more likely to get things right, perhaps, than non-experts but arguments from authority do not represent certainty.

- There are 2 marks for the relationship between evidence and conclusion and 2 more marks for the argument-conclusion link.
- If the candidate says that the argument is very one-sided and no further discussion/explanations/comments, then it is a simple link, indicating some justification for the conclusion. One mark
- If the candidate goes on to refer to particular types of argument and how strong such arguments are as justifications for the conclusion, this will usually lead to a second mark. Two marks.
- *NB: Some candidates may not refer to inductive, deductive, etc but talk about persuasive language or how well the argument 'works' in supporting the conclusion. This is harder to pin down but may well justify a second mark if you feel it extends the discussion beyond the first point for which you give credit. Perhaps para 3, the case study about Mark, could be used to justify a second 'argument' mark, especially if the query about 'how typical or reliable this is' is raised*

- So far as the 'evidence and conclusion' marks are concerned, simply identifying facts or opinions as evidence (eg from Para 2) which supports the conclusion (or not) certainly gains the first 'evidence' mark.
- Giving further examples and/or seeking to show how/why they are significant in justifying the conclusion (or not) in a simple discussion should encourage us to think of awarding the second mark. But the link to the conclusion, though simple, needs to be explicit

*NB: Be careful when the candidate virtually gives a summary of the article and presents no explanations to offer justification for the conclusion. Candidates must evaluate the quality of the evidence and argument in the article, albeit simply.*

Mark according to these criteria: (max 4)

- Makes simple link between evidence and conclusion. (1)
- Makes simple link between argument and conclusion. (1)
- Strength of evidence in supporting conclusion is explicitly considered - for 2nd evidence mark
- Strength of argument in supporting conclusion is explicitly considered - for 2nd argument mark.

## A02

There will be additional marks for quality of written communication based on all parts of Q09d only.

The answer is clear and lucid, (writing in correct form is taken as a matter of course) arguments are coherent and well laid out, there are very few grammatical or spelling errors.	3 marks (above average)
The answer is broadly understandable, writing is in the correct form, arguments are on the whole coherent, and grammar and spelling do not inhibit communication.	2 marks (average)
The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1 mark (below average)
The answer is badly expressed or fails to treat the question seriously, there many serious lapses of grammar and spelling OR there is too little of the candidate's own writing to assess reliably (as is sometimes the case in Section B).	0 marks (exceptionally poor)

Section C (AO3 - 17 marks; AO2 - 3 marks) Indicative Content

- 10 'Protest is never justified if it results in hurting people or damaging property.' (17)

**Assess the arguments for and against this view.**

The specification speaks of 'different cultural and social influences: religion, law, government and protest movements'. Candidates who think of protests at G8 meetings and anti-capitalism protests and demonstrations on May Day will be aware that often people do get hurt and property damaged - though often little change in the policies of world leaders or the operation of capitalism is evident as a result. Some people might look back at the early 20th century when suffragettes protested and eventually gained the vote and argue that some causes do justify putting oneself at risk; some anti-hunting protesters took a similar view - seeing the cause as more important than property or personal safety. But do protesters have the right to put the safety and property of others at risk? Some candidates may want to extend the argument to say people have a right to protest at whatever cost if they feel strongly enough - and if the political process appears deaf to other forms of representation.

- 11 'There is no need for the state to intervene in the way parents bring up their children.' (17)

**To what extent do you agree with this statement?**

The specification refers to the meaning of 'family'; the purpose of 'family'; its role in society; socialisation; stability, transmission of values; oppression, etc. Candidates will recognise that there have been increasing restraint and pressures on parents regarding the upbringing of children - in whose care they may be placed for childminding, whether or not they may be smacked, what precautionary injections they should receive (eg MMR vaccine). Some candidates will wish to assert that 'parents know best' while others may feel that all children need to be protected from poor parenting and the state is right to intervene if it sees a need to do so. Arguments in the essay need to be supported by evidence and to lead to clear conclusions.

- 12 'A person found guilty of a criminal offence on three occasions should be required to serve at least five years in prison.' (17)

**Assess the arguments for and against this assertion.**

Under the general heading of 'crime, deviance and the legal system' the specification refers to the role and purpose of law, the relationship of law to the concept of right and wrong..., the nature and purpose of punishment (retribution, deterrence, reformation). This question echoes the 'three strikes and you're out' laws in the USA adopted because people thought they could go on committing trivial offences ad infinitum - though candidates do not need to be aware of or to mention this aspect. Candidates who oppose the idea could argue that it is unfair, disproportionate and that incarceration rarely improved anyone's behaviour. Those who favour it can argue that law breaking is law breaking and people might need a 'short sharp shock' to realise the importance of obeying laws so that if they are found guilty of two crimes they know that even breaking the speed limit by 1 mile an hour or stealing a newspaper from a shop counter could get them locked up for a long time. This would surely concentrate people's minds and lead to better behaviour and a more law abiding society.

Marks for Section C questions should be awarded according to AO3 and AO2 level descriptors

### AO3 Level Descriptors and Mark Distributions

No marks are to be awarded for answers that are completely irrelevant or frivolous.

Level 1	<p><b>Partial, incomplete and inconclusive answers</b></p> <p>Selects and marshals a limited range of evidence relevant to the question, but with no conclusion, implied or explicit.</p>	1-2 marks
Level 2	<p><b>Limited, one sided answer with a simple conclusion</b></p> <p>Selects and marshals a limited range of evidence to draw a simple conclusion, which may or may not be appropriate. There may be little explanatory comment.</p>	3-7 marks
Level 3	<p><b>A developed answer which largely examines one viewpoint or looks at two sides of the argument in a superficial and unspecific manner.</b></p> <p>Selects and interprets evidence, and uses it to draw a justified conclusion or conclusions.</p> <p>At the lower end, explanatory comment is simple and restricted.</p> <p>At the top end it is:</p> <p>either clearly interpreted and applied to a single view of the question</p> <p>or addresses different views in a superficial way with few specifics and little or no development.</p>	8-12 marks
Level 4	<p><b>Evidence is used to examine contrasting viewpoints.</b></p> <p>Selects, interprets and begins to evaluate evidence to show clear awareness of differing points of view, and uses it to draw a justified conclusion or conclusions.</p> <p>At the lower end, the range is limited and the evidence is evaluated in a simple way.</p> <p>At the top end, the range is wider and the evaluation is more developed.</p>	13-16 marks
Level 5	<p><b>A balanced answer evaluating a wide range of evidence.</b></p> <p>Selects, interprets and evaluates a wide range of information, concepts and opinions relevant to the question. Marshals and evaluates the evidence clearly and coherently to draw a justified, substantiated conclusion or conclusions.</p>	17 marks

Total AO3: 17 Marks



Marks should be given for the **level of written communication** using these guidelines.

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The answer is broadly understandable, writing is in the correct form, arguments are on the whole coherent, and grammar and spelling do not inhibit communication.	2 marks (average)
The answer is only understandable in parts, writing may be in an inappropriate form, arguments are not clearly expressed, and in places grammar and spelling inhibit communication.	1 mark (below average)
The answer is badly expressed or fails to treat the question seriously, there many serious lapses of grammar and spelling <b>OR</b> there is too little of the candidate's own writing to assess reliably (as is sometimes the case in Section B).	0 marks (exceptionally poor)

NB The Quality of Communication marks are not dependant upon the AO3 mark

AO2: 3 Marks  
(Total Section C: 20 Marks)