

GCE

Edexcel GCE

General Studies (6453)

January 2006

advancing learning, changing lives

Mark Scheme (Results)

6453: Social Perspectives

Section A

- 1 Calculate the change in the number of married males over 65 between 1971 and 2001. (2)
- $(3.5\text{m} \times .71 = 2.485\text{m}) - (2.5\text{m} \times 0.73 = 1.825\text{m}) = 660,000$
- (Allow '0.66 million' but not '0.66')
- For identifying correct figures - give 1 mark.
For achieving correct answer - give 2 marks.
- 2 (a) The predicted change in the total population, aged 65 or over, between 2001 and 2021 is that the population will: (1)
- E increase by 2.4 million
- (b) Which two assumptions would the statisticians at the Office for National Statistics have been most likely to make to reach such a prediction. (1)
- (ii) changes in death rates
- (iii) changes in migration flows into and out of England and Wales
- B (ii) and (iii)
- 3 (a) Suggest one reason to explain the decline in the proportion of widowed people aged 65 or over between 1971 and 2001; (1)
- Allow one acceptable reason such as:
- Better healthcare means people live longer.
 - Since welfare state was formed in 1940s, better housing and social security provision has been made, causing familiar reasons for early deaths to be largely eliminated.
- Fewer people getting married OR more people getting divorced.
- (b) Suggest one reason to explain the increase in the proportion of divorced people aged 65 or over between 1971 and 2001; (1)
- Allow one acceptable reason such as:
- Impact of Divorce Reform Act 1969 (made divorce easier).
 - More women were more inclined to focus on careers, so content to abandon an unsatisfactory marriage.
- NB Allow 'divorce is more acceptable now' but **not** 'divorce is more popular'.

- 4 **Give three reasons why the actual or predicted changes shown in the table might concern government and/or employers when coupled with the lower birth rate in recent years.** (3)

Allow three acceptable reasons (1 mark for each) such as:

- As a higher proportion of the population reach 65, the load on the working population (taxes, national insurance, etc) becomes greater.
- As workers retire at 65 or earlier, it becomes increasingly difficult for employers to find suitably skilled staff - so some have adopted policies of employing older workers.

More dependants may create funding problems for government.

- Government has starting talking about a 'pensions crisis' - options being considered are to raise the retirement age or to restore the link between pensions and earnings (rather than inflation) or to abandon means tested benefits which act as a disincentive to people saving for private pensions.
- As it becomes difficult to fill jobs economically in the UK (shortage of labour pushing up wages, etc) some firms have chosen to make goods (electrical goods, sports gear, etc) or provide services (call centres, etc) in countries such as Malaysia or India.

More single households may impose extra demands on the housing stock. Changes in divorce/marriage may contribute to lower birth rates and thus less employment in the future.

Remember that the table refers to **65 and older** population.

- 5 **In a pie chart showing religious affiliations in England and Wales, excluding those with no religion or who did not state a religion, how many degrees of the pie chart are occupied by the segment indicating membership of the Muslim religion? *You are not being asked to draw a pie chart.*** (2)

Allow 1 mark for acceptable method and 1 mark for correct answer.

Stage 1 Muslims account for 1547/40322 (3.8366%).

Stage 2 Expressed as a segment of a pie chart, this is $360 \times 0.038366 = 13.8^\circ$ or $360 \times 0.38 = 13.68^\circ$

Alternatively $n = (360^\circ \times 3)/77.5 = 13.9^\circ$ or 13.95°

Give 2 marks for answers between 13.68° and 13.95°

Award mark even if '°' omitted.

6 Theories which justify punishment for offenders often involve retribution, deterrence and reformation.

Suggested punishments for wrongdoers often include:

- (i) compulsory education and training schemes in prisons,
- (ii) corporal or capital punishment,
- (iii) electronic tagging,
- (iv) longer jail sentences,
- (v) weekend prisons so offenders can remain with their families and go to work in the week.

(a) Identify, and briefly explain, one of the punishments listed above that involves retribution. (2)

If more than one punishment is selected for any of a, b or c ALL those mentioned must be correct for mark to be awarded.

1 mark for linking retribution with an appropriate punishment (ii) or (iv).

2nd mark for brief explanation - eg: giving punishment for its own sake.

Allow (iii) only if clear link is established.

NB Explanation must explicitly show the link between the punishment chosen and retribution.

(b) Identify, and briefly explain, one of the punishments listed above that involves deterrence. (2)

1 mark for linking deterrence with an appropriate punishment (ii) or (iii) or (iv).

2nd mark for brief explanation - making people not commit the crime for fear of the punishment they might receive.

NB Explanation must explicitly show the link between the punishment chosen and deterrence.

(c) Identify, and briefly explain, one of the punishments listed above that involves reformation. (2)

1 mark for linking reformation with an appropriate punishment (i) or (v).

2nd mark for brief explanation - treating offenders so they are better equipped to avoid committing crime in future.

NB Explanation must explicitly show the link between the punishment chosen and reformation.

(Total Section A: 17 marks)

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

- 7 (a) Based on the information given in Source 1, indicate whether each statement below is fact or opinion and briefly explain why. (2)

(i) MPs are just downright greedy.

(ii) Details of MPs expenses were published in the Autumn.

Allow 1 mark for each statement correctly identified with a simple reason. (No mark if acceptable reason is not given).

Statement (i) is an opinion. It is most unlikely it could ever be agreed by everyone.

Statement (ii) is a fact. It is objective and clearly verifiable - there is evidence and it would be generally agreed.

NB Not enough to say '*October is Autumn*' or '*It has been published...*'

- (b) Identify and briefly explain what types of argument are evident in the statements below.

- (i) Source 1 shows that Simon Thomas MP claimed about £122,000, Paul Tyler MP claimed about £121,000, Ann Taylor MP claimed about £115,000 and Stephen Pound, MP just a bit under £112,000. On this evidence we can conclude all MPs claimed between £110,000 and £125,000. (2)

TYPE: Statement (i) involves an **inductive** argument.

EXPLANATION: It starts with a number of specific observations and then reaches a conclusion. The conclusion is wrong, but that is often the case with conclusions reached from inductive arguments.

Allow 1 mark for correctly identifying the type of argument used in the statement.

Allow 1 mark for giving an acceptable explanation.

- (ii) The total bill for MPs' expenses came to some £78 million. We know there were 659 MPs in 2003-4. Therefore the average expenses claimed by MPs was just over £118,000. (2)

TYPE: Statement (ii) involves a **deductive** argument.

EXPLANATION: There is a general premise leading to a specific conclusion. The premise is correct so therefore the conclusion is correct.

Allow 1 mark for correctly identifying the type of argument used in the statement.

Allow 1 mark for giving an acceptable explanation.

(c) Look at Source 2. This contains two possible conclusions.

(4)

Statement 1 (lines 1-2): ‘... there is no case for democracy on the cheap.’

Statement 2 (lines 15-17): ‘...perhaps, by embracing open-ness and allowing their claims to be published, MPs have already established the greatest possible disincentive for greed and improper claims in future.’

In view of the evidence and arguments presented in the passage, which of these statements would provide the better justified conclusion? Give reasons to support your answer.

You are not being asked to give your own opinions. Using thinking and analytical skills, you should consider and explain which of the writer’s possible conclusions is supported by the stronger set of evidence and arguments in the passage.

- Paragraph 1 supporting Statement 1 may be thought stronger than justification for Statement 2 because, although both are inductive, the evidence supporting Statement 1 appears to be more explicit and involve greater objectivity than that for Statement 2, which asks questions but does not really provide answers.
- The evidence in Paragraph 1 supports Statement 1 while the evidence in Paragraph 2 tends to challenge that in Paragraph 1 in a very tentative manner but does not directly support Statement 2 which appears to be largely free-standing. Since both arguments are inductive, neither can be said to be more reliable than the other.

One mark for simply identifying **types** (inductive/deductive etc) or strengths/weaknesses in arguments.

Up to **three marks** for discussing **evidence** as follows:

Makes limited/superficial comments on examples supporting one or both conclusions (1 mark).

Introduces tenable, justified points concerning strengths/weaknesses of evidence leading to one or both conclusions (2 marks).

Offers coherent evaluation of evidence showing Statement 1 has the more justified conclusion (3 marks).

AO2 Mark Scheme

There will be additional marks for Quality of Written Communication based on all parts of Q7(c) 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 too seriously, there may be 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)

AO2: 3 Marks

Total Section B: 13 marks

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

- 8 **‘There are far too many laws in the UK. Many laws are unnecessary because most people know perfectly well how they should behave.’** (17)

Assess arguments for and against this view.

The specification refers to the role and purpose of law; the relationship of law to the concept of right and wrong; the arguments for and against universal human rights; law in different societies’. The quote is taking a fairly libertarian view - that people should be allowed to make their own choices and run their own lives. This is certainly something that, for example, the hunting lobby would assert. They would question why should the law get in the way of traditional practices valued by many. Alternatively, social reformists might say society is far from perfect and wherever possible it is right for Parliament to use legislation to overcome unfairness, discrimination or exploitation.

- 9 **‘If schools took sport more seriously, people would be better equipped to make more effective use of their leisure time.’** (17)

Examine arguments for and against such a view.

The specification refers to the growth of leisure and recent leisure time changes; the role of the state as a provider (of work, unemployment benefit and leisure facilities) contrasted with the benefits of private provision’. Because the national curriculum has tended to squeeze the amount of time schools allocate to PE and games, many people leave school with little or no inclination to become physically active to maintain their health. Many people are obese partly because of lack of exercise. Yet although leisure is far more than sport, many people seem to prefer to watch television, go to the pub, go to new gambling outlets and not to participate in exercise themselves. It doesn’t matter whether there are private gyms or public swimming pools if people never think of going near either of them. Of course some candidates might challenge the premise of the question and argue that sport at school is ill organised and based on inadequate facilities and go on to argue that they prefer to go to clubs for their tennis, swimming, rugby or running.

- 10 **‘When it comes to the upbringing of children and the stability of society, single parent families and cohabiting parents are very poor alternatives to families with two married parents.’** (17)

How far do you agree with this view? You should outline arguments for and against this conclusion.

The specification has a section dealing with ‘*family life*’ which refers to ‘the meaning of *family*’ the purpose of *family*; its role in society; socialisation; stability; transmission of values; different types of family. Candidates need to engage with the references in the quote to ‘the upbringing of children’ and ‘the stability of society’, such discussions should lead them naturally into considering transmission of cultural values and socialisation. A major feature of stability has to involve the married/cohabiting/ single parent element of the question. Children need role models and living with just a mum or dad, no matter how caring and attentive, is arguably not enough. Cohabiting parents may sometimes stay together for a long time or get married after the relationship is well established, but many do break up. Some will highlight the inadequacies of two parent married parents, yet it will be difficult to challenge the idea that such families are the basis of stability and the orderly continuance of the generations. The question is based on a value judgement and those who provide evidence and arguments with which to challenge it can do well

Marks for Section C questions should be awarded according to A03 and A02 level descriptors

A03 Level Descriptors and Mark Distributions

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

Level 1	<p>Partial, incomplete and inconclusive answers</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>Limited answer with a simple conclusion</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>A developed answer with some interpretation which largely examines one viewpoint or looks at two sides of the argument in a simple manner</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: either clearly interpreted and applied to a single view of the question OR addresses different views in a superficial way with few specifics and little or no development.</p>	8-12 marks
Level 4	<p>A range of evidence with simple evaluation is used to examine contrasting viewpoints</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>A balanced answer evaluating a wide range of evidence.</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 A03: 17 Marks

Marks should be given for the **Level of Written Communication** using these guidelines

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 too seriously, there may be 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)

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

AO2: 3 Marks

Total Section C: 20 marks