

GCE

Edexcel GCE

Social Perspectives (6453_01)

Summer 2006

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Mark Scheme (Results)

6453_01: Social Perspectives

Section A

- 1 (a) Which one of the following statements about a parliamentary constituency is correct?: (1)
- D It is an area which elects an MP.
- (b) The Labour, Conservative and Liberal Democrat parties nominated 1922 candidates between them in 2001. What proportion of these candidates became MPs? (1)
- D 32.8%
- (c) What was the mean number of candidates per constituency in the 2001 general election? (1)
- C 4.92
- (d) Excluding 'Mr Speaker' and 'Others', in what party or group listed opposite was the median number of candidates to be found in the 2001 election? (1)
- D Plaid Cymru (Party of Wales)
- (e) The UK now has several smaller parties such as the UK Independence Party. Name one other smaller party which nominates candidates but has not won a seat in the House of Commons. (1)

Award 1 mark for any of the following parties which issued manifesto statements at the 2005 election or parties which featured prominently in earlier general elections:

Mebyon Kernow	Liberal Party
Peace and Progress	Peace Party
Scottish Socialist Party	Protest Vote Party
Socialist Party	Socialist Labour
Christian Peoples Alliance	Veritas
English Democrats Party	BNP
Free Scotland	Community Action Party
Legalise Cannabis Alliance	Forward Wales
Official Monster Raving Loony (accept Monster Raving Loony Party but no other variation)	Ind Green Voice
Pensioner's Party Scotland	Referendum
Socialist Alternative	National Law
Third Way	Socialist Workers Party
Communist	Communist Party of Great Britain
National Front	English Independence Party
	Green Party
	Alliance for Green Socialism

Do not accept the following:	Liberal Democrat
UKIP	Scottish Nationalist
UK Independence Party	Plaid Cymru (Party of Wales)
Labour	Social Democratic & Labour Party (N Ireland)
Conservative	Ulster Unionist
Respect	Democratic Unionist Party
Green Peace	Mr Speaker

- (f) Assume that for every three candidates nominated in 1955, seven were nominated in 2001. Calculate the percentage increase from 1955 to 2001. (2)

Award 1 mark for *method* - ie Increase in candidates (4) ÷ number of candidates in 1955 (3) if answer is incorrect.

Allow 2 marks for correct *answer* = 133% or 133.3% (also accept if 133.33 recurring)

- (g) Briefly explain whether bar charts or line graphs would be the better way to represent the data given in the table. You should indicate why the form of diagram you reject would be less suitable. (2)

1 mark for choice; 1 mark for reasons. Maximum 2 marks.

- Bar charts would be more suitable than line graphs because the data for each party can be set out so comparisons can easily be made.
- Line graphs should be rejected because a line joining numbers of candidates (or MPs) for different parties would be an inappropriate representation.

The second mark for reasons must have a clear explanation as to why line graphs are unsuitable either in terms of what the bar chart does that line graphs cannot do (eg compare discrete items) OR in terms of what line graphs are more appropriate for (eg showing trends and continuity in data).

- 2 (a) Define the term 'deviance'. (1)

There are many definitions but they generally amount to something like:

- Deviance is where an individual adopts behaviour which is at odds with the norms of society.

Give 1 mark for definitions which recognise the 'behaviour at odds with social norms' aspect.

- (b) Give one example of deviant behaviour which is also criminal in the UK. (1)

Give 1 mark for any behaviour which is both criminal and at odds with the values of society eg:

- Vandalism
- Murder
- Stealing
- Drug dealing
- Graffiti
- Tax evasion
- Terrorism
- Smoking illegal substance
- Drink-driving
- Paedophilia

- (c) Give one example of deviant behaviour which is not criminal in the UK. (1)

Exclude simplistic examples within families and schools eg stealing sweets from siblings or disobeying the teacher.

Examples of deviance must relate to the definition given in Q02a which refers to the *norms of society*. The implication of this definition is that deviant behaviour is a minority activity.

Give 1 mark for any one example:

- shouting in a library
- dressing differently from what is thought to be normal
- truancy
- rich people giving all their money away
- taking body tattooing or piercings to an extreme degree
- an individual refusing to have gas or electricity in their home
- very old people marrying very young people

(d) Identify two examples of criminal offences or punishments in other countries which differ from those in the UK. (2)

Award 1 mark per example. Maximum mark 2.

An example can not achieve more than 1 mark, regardless of how detailed that example is. Acceptable examples must make clear why or how the criminal offence or punishment differs in other countries from those in the UK. Eg Reference either to the location or the law or the custom is required. Simply writing *death sentence* or *having hands chopped off* for stealing is not acceptable.

Accept examples of offences which are illegal in the UK but not in other countries eg smoking cannabis in the UK is illegal but isn't in Holland.

Accept:

- Some countries still use death penalty (eg USA and China)
- Some countries still use corporal punishment (eg Singapore and Malaysia) including amputation (Saudi Arabia)
- In some countries adultery (legal in the UK) is a criminal offence (eg Austria, Switzerland, Korea, Taiwan)
- Drinking alcohol is unlawful in Muslim countries such as Saudi Arabia
- Smoking cannabis in the UK is illegal but isn't in Holland.

3 (a) A household is: (1)

C a person living alone or a group of persons sharing a home or living space who aggregate and share their incomes

(b) Briefly explain two ways in which the pattern of households has changed since the 1960s. (2)

A household is: *a person living alone or a group of people sharing a home or living space who aggregate and share their incomes.*

The interpretation of *pattern* of households is the social composition of households. This interpretation means that answers must refer to changes in social composition which could also include roles of members (husband/wife, men/women) and income/earning distributions.

Do not accept answers that focus on housing ownership or rent or location of households and houses.

Accept:

- More people chose to live alone (partly because of later marriage or divorce) so more 1 person households.
- Birth rate has fallen so size of households falls because there are more single parent families and families are having fewer children.
- Fewer widows and widowers as people live longer, therefore more elderly couple households

(Total Section A 17 marks)

Section B (AO2: 3 marks, AO4: 10 marks)

4 (a) What type of argument is used in Source 1? (1)

B argument from authority

(b) What type of argument is used in Source 2? (1)

D inductive argument

(c) Identify one fact from Source 1. (1)

1 mark for fact, such as

- *former Prime Minister, John Major*
- *John Major .. founded the National Lottery*
- *John Major who founded the National Lottery publicly said that the government used lottery cash to finance projects*
- *John Major was a former Prime Minister*
- *John Major ... founded the National Lottery 10 years ago*
- *The National Lottery was founded 10 years ago*

Do not accept the following:

Do not accept anything from the first two sentences of Source 1 unless the candidate says 'John Major said so' or 'John Major publicly told us so'.

(d) Identify one opinion from the statement in Source 2. (1)

'lots of other good things would not have happened without the lottery'

'...and for that we should all be very grateful'

'The lottery has undoubtedly given a major boost to the arts and culture in the UK'

'Without the lottery fund we would not have seen the Madonna of the Pinks'

'It is very unlikely indeed that without the lottery fund we would have had:

- *Tate Modern*
- *English National Opera House*
- *Eden Project in Cornwall*
- *The Baltic Centre for Contemporary Art in Gateshead'*

(any of these four examples is acceptable)

Do not accept any statements expressed as a question eg 'would we have had the Tate Modern?'

(e) Briefly explain how facts and opinions relate to beliefs. *You do not need to refer to any of the sources to answer this question.* (2)

For the purposes of this question, definitions are as follows:

- Facts: A statement of verifiable information about something/A concept whose truth can be proven;
- Opinions: A personal assessment, feeling, impression that is not founded on proof or certainty;
- Beliefs: Something accepted as true even if it not true or a fact. A belief can be true or false, fact or opinion.

For 2 marks the link between facts and beliefs, and between opinions and belief must be made and the discussion of the concepts must be definitive. Alternatively two marks to be awarded where the candidate demonstrates clear understanding of all three concepts in an attempt to link these concepts.

Example of 2 mark answer: *Many people base their beliefs on either facts or opinions. People who base their beliefs on opinions ie religious people have no evidence to support their beliefs. People who have beliefs based on facts ie scientists, can use scientific evidence to support their beliefs.*

1 mark can be awarded either by a definitive discussion linking either facts or opinions to beliefs or alternatively by a more general discussion linking facts and opinions to beliefs that demonstrate some understanding of all three concepts.

- (f) By identifying arguments and specific evidence from Source 3, consider how successfully the writer justifies his conclusion (lines 17-18) that 'Yes, the lottery has done good things - but it could do so much more'. (4)

The conclusion that 'Yes, the lottery has done good things - but it could do so much more.' is supported by evidence such as the excessive expenditure on 'experts' to evaluate bids mentioned in the first paragraph, though it would have been better if the orchestra had been explicitly identified so the claim could have been verified.

Good things are identified in the passage such as the Sheffield Centre for Popular Music or the theatre in Kendal but the 'so much more' end of the conclusion can be supported because inadequate thought seems to have been given to the availability of continuation funding. The writer believes more modest schemes would be more worthwhile and uses the example of the Trinity School of Music to support this.

The argument is broadly inductive so this is not as compelling as it would be if it was deductive, where a premise that was true would guarantee the resulting conclusion.

The reference to Tessa Jowell could be seen to be an argument from authority but not a particularly compelling one.

Candidates will gain one mark if they establish a superficial link between evidence and the conclusion

Candidates will gain one mark if they establish a superficial link between argument and the conclusion.

Candidates will gain a second evidence mark if they attempt to explicitly demonstrate how strongly the evidence supports or justifies the conclusion.

Candidates will gain a second argument mark if they attempt to explicitly demonstrate how strongly the argument supports or justifies the conclusion.

AO2 Mark Scheme

There will be additional marks for Quality of Written Communication based on all parts of Q4(f) 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, where 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

- 5 **'Sadly, most protest movements in the UK are driven by self-interest rather than a concern for social values and principles.'** Assess arguments for and against this view. (17)

The specification talks about 'the nature and development of social values; different social and cultural influences: religion; law; government; protest movements etc'. There are also references to 'protest groups and single issue questions' though this is more a question about social values. Most protests appear to be driven by self-interest - people protesting about loss of jobs at their factory or an alleged paedophile in their street or about losing their right to go hunting or opposing the construction of wind turbines near their homes because they spoil the view. Yet perceptive candidates should be able to recognise that some people who take part in protests are not directly affected themselves but are showing empathy with those who are. Equally some protests are driven by social values - examples of this could be the march in London against the war in Iraq or campaigns in the past to get Nelson Mandela freed from captivity and apartheid ended in South Africa.

- 6 **'To believe the UK could leave the European Union is a serious mistake.'** Examine the arguments for and against such a view. (17)

The idea of the UK leaving the EU is a view popularised by right wingers in, for example, the UK Independence Party and, perhaps less overtly, some Conservatives. In the specification section *government and politics: Britain and Europe*, the specification talks about 'the organisation and functions of the European Community' so candidates need to refer to 'organisation and functions' to support the answers they produce. Those who suggest the UK should leave the EU ignore the fact that the Single Market embracing all 25 countries is now a major trading block - such advocates often speak of continuing to have access to the market once we have withdrawn yet it would be very unlikely the UK would be accorded such status if we decided to withdraw. Because of the single market, 58% of our exports are to the EU. Often those who advocate UK withdrawal look back to trading patterns before the EU was formed - yet such days have long passed, other regional blocs have formed and the European Union is now the world's leading exporter of goods: over €985 billion in 2001, almost a fifth of the world total and also the world's leading exporter of services: €307 billion in 2001, nearly a quarter of the world total. UK citizens now have rights to live anywhere in the 25 countries and the UK can now influence policy in those countries - eg in relation to laws, social and economic policies, working conditions, environmental policy - global warming, etc. To believe we could or should isolate ourselves and to lose the influence we have over EU policy would be an odd decision - in their answers candidates would need to consider whether it was conceivably possible or desirable or simply a 'serious mistake'.

- 7 **'Society should concern itself more with catching criminals than with increasing sentences.'** Assess the accuracy of this statement, outlining arguments for and against the writer's conclusion. (17)

The specification speaks of 'the role and purpose of law..., law in different societies, the nature and purpose of punishment'. According to Social Trends, only 24% of those guilty of crime in England and Wales were convicted, so a debate about punishment is irrelevant to the other 76%. It doesn't matter if the punishment is 6 months or 60 years in prison if a person thinks they are not going to get caught (deterrence). Theories of retribution can only 'work' if enough people think the odds make it likely they will experience a particular type of sentence. Thinking about punishment levels is surely relevant only if a person thinks they will inevitably experience the penalty if they commit the crime. Alternatively, some candidates will wish to argue that punishment is handed out in the name of society and we should be comfortable about what is done in our name. Another way into this issue could be via the Chief Inspector of Prisons. Many of her reports have been deeply worrying about the regimes operating in particular prisons, the incidence of suicide, the lack of positive rehabilitation strategies and the dehumanising treatment of some prisoners.

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>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 simpler 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 interpretations 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:</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>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 AO3: 17 Marks

Level 2, 3 and 4 answers

Answers largely based on assertion - ie that do not include even a simple link between argument and evidence - will probably be located in Level 2.

'Interpretation' in Level 3 answers will mean that the answer does contain a simple explanation as to how the evidence or examples presented link to the writer's argument.

Note that a two sided essay placed in Level 3 will have to be fairly superficial, perhaps not well balanced, and will **not** contain a wide range of evidence supporting **both** viewpoints. One of the viewpoints may be a 'bolt on' rather than being fully developed.

Balanced exposition of two arguments contrasted against each other represents an early stage of **evaluation** and such answers should therefore reach the **lower end of Level 4**, even though such evaluation will be simplistic and inconsistent. It may take the form of just a simple juxtaposition of ideas/arguments or of raising simple questions about the quality of evidence. Sometimes such evaluation may simply be limited to the concluding section of the essay.

When candidates clearly explain why one argument is stronger than another, the mark awarded should be at the **higher end of Level 4** or maybe Level 5.

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, where 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