

Mark Scheme (Results) January 2007

GCE

GCE General Studies (6453/01)

6453: Social Perspectives

- 1 (a) (i) What is the median number of miles for 'distance travelled' by the nine people who attend the training week? (1)

Award one mark for correct answer = fifth value - ie - 82 miles

- (ii) What is the mode for 'favourite sport'? (You should state both the mode and the type of sport it represents.) (1)

Award one mark for correct answer = Mode is 4 (swimming)

- (iii) Calculate the mean age of the nine people on the training week (1)

Award one mark for correct answer: $144/9 = 16$ years

- (b) Just before the training week commences, two people of the same age join the programme. They both live 1 mile from the Sports Centre and have the same favourite sport.

- (i) If the mean age now changes to 18, what is the age of the new members? Show all your working. (2)

('Total years' = $18 \times 11 = 198$) - (original 'total years' $16 \times 9 = 144$) = 54 The new members' age is therefore $54/2 = 27$ years

Allow 1 mark for correct method but wrong answer (eg if calculation is based on incorrect answer for a(iii))

Allow 2 marks for correct answer.

- (ii) What is the median for 'distance travelled' by the enlarged group? (1)

Allow one mark for correct answer. Median becomes sixth value = 60 miles

- (iii) The mode for 'favourite sport' changes to 5. What is the favourite sport of the new members? (1)

Allow one mark for correct answer. The new members 'favourite sport' is tennis.

- 2 (a) Estimate the number of casualties which involved 'serious injury' in 1998 (1)

Allow one mark for correct answer - 3,000 (allow any estimates between 2,500 and 3,500).

- (b) Calculate the percentage change in the number of 'serious injuries' between 1989 and 1998. Show all your working. (2)

1989: 5,000
1998: about 3,000 (allow 2,500 to 3,500)

change is therefore $2,000/5,000 \times 100 = 40\%$ (or between 30% and 50%, depending on estimate)

Award one mark for correct method but wrong answer.

Award two marks for correct answer (or if slightly different numbers are used to calculate an answer which is otherwise correct - eg if change is estimated at 2,500, percentage will be 50%; if change is estimated at 1,500, percentage will be 30% - these are the outer limits of acceptability).

Candidates are asked to calculate percentage change - not to say whether there is an increase or decrease - if they DO say 'decrease' they will get the mark justified by their calculation; if they say 'increase' max mark is 1, depending on the accuracy of the calculation.

- 3 What is 'socialisation'? (1)

Allow one mark for answers that recognise:

socialisation is the process by which we learn the values of our culture (ie at home or school or work)

Allow similar answers as long as the key idea of acquiring social values is clearly expressed.

A few candidates may say 'socialisation' = 'taking into public ownership' and credit should be given for such answers.

Answers such as 'socialising with friends' are NOT acceptable.

- 4 Which of the following political parties in the UK has the closest links with trade unions? (1)

C Labour.

- 5 Which UK political party started the policy of selling off nationalised industries such as telephones, gas and electricity? (1)

A Conservative.

- 6 Which one of the following statements about the European Union and the European Parliament is correct? (1)

E The European Parliament is elected by proportional representation in all member countries for renewable terms of five years.

7 A society is secular if it is: (1)

C a non-religious society

8 Which two of the following explain why the UK has an 'ageing population'? (2)

C The birth rate has fallen as more women choose to concentrate on their careers.

E Improved healthcare means the elderly are now living longer than before.

(Total Section A 17 marks)

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

- 9 (a) What type of argument is used in the first paragraph of Source 1 (lines 1-3)? (1)

A argument from analogy

- (b) What type of argument is used in the first paragraph of Source 3 (lines 21-27)? (1)

D inductive argument

- (c) Which two of these descriptions correctly apply to all opinions? (You do not need to read the passage to answer this question.) (1)

C (ii) and (iv)

- (d) Identify one fact from the first paragraph of Source 2. (lines 13-15) (1)

Allow one mark for a factual snippet: eg -
Sittingborne & Sheppey MP's majority of 79
The 41,000 who voted
2,200 prisoners on the Isle of Sheppey

Do not allow a snippet which includes opinion - eg 'the sober Daily Telegraph' or 'tiny majority'.

If more than 2 facts are given, award 0.

- (e) 'While voters are often not keen to chat to candidates, the situation might be different in prisons, especially among those with a sense of grievance or injustice.' (lines 17-18) (2)
Explain whether this statement is factual or opinion or both.

Examiners should look for more than assertion - the command word in the question is 'explain' - candidates must spell out/give reasons to support the judgements they offer. Allow one mark for each acceptable idea presented - eg:

The statement is clearly an opinion in the sense that it offers a viewpoint.

OR

The statement is an opinion because it would not be agreed by everyone.

OR

Potentially the statement could be verified through research and so it could also be a fact

OR

No evidence is presented to support the statement at present so for now it is an opinion and a belief but not a demonstrated, proven fact.

Facts can be verified or tested and will be supported by evidence. Opinions are value judgements which will not be generally agreed by all. These are the kind of attributes on which answers need to be based.

(f)

In each of Source 2 and Source 3 the final sentence is the conclusion. Explain which of these conclusions is best justified by the nature of the supporting argument and specific evidence used.

(4)

AO4 marks should be awarded as follows:

The conclusions candidates are comparing/contrasting for strength of justification in terms of evidence and nature of argument are:

Source 2: With some 77,000 prisoners at present, is it any wonder Colin Moses, of the Prison Officers' Association, opposes giving votes to prisoners, saying this would turn prisons into 'political pressure points'?

Source 3: So the court ruling might do positive good and - as Juliet Lyon, the head of the Prison Reform Trust points out - people are sent to prison to lose their liberty, not their identity or their citizenship.

Most candidates will probably prefer the inductive argument in Source 3 leading up to the conclusion above to the arguments in Source 2. The best answers will recognise that conclusions based on inductive arguments are probably justified rather than definitely true. There are more points leading up to the conclusion in Source 3 while it could be argued that the foregoing comments in Source 2 do not connect that well with the conclusion. Some candidates may refer to arguments from authority in both sources, though stronger candidates will point out that this is not a strong form of argument.

Examiners should look favourably on tenable positions presented and argued by candidates. In reality, in terms of evidence, Source 2 justifies the idea of 'political pressure points' but Source 3's conclusion is probably best supported by the preceding points about poor conditions in prison which might be alleviated by the idea that people are sent to prison to lose their liberty not to lose their identity or their citizenship.

Marks should be awarded as follows:

Candidates will gain one mark if they offer a conclusion with simple justification. 1

Candidates will gain one mark if they establish a superficial link between evidence and the conclusion 1

Candidates will gain one mark if they establish a superficial link between argument and the conclusion 1

Candidates will gain a second *evidence* or *argument* mark if they develop their answer further. 1

AO2 Mark Scheme

There will be additional marks for Quality of Written Communication based on all parts of Q9(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, 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 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

General Guidance on Marking Section C Questions

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for irrelevant or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing relevant, plausible explanations using evidence and for critical and imaginative thinking. Candidates should also be credited for considering more than one point of view. Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

- 10 'Protest groups allow excessive power and influence to noisy and often irresponsible minorities so we would be better off without such groups.' (17)
Examine the arguments for and against this view.

The specification refers to law; government; protest movements etc; government and politics: protest groups and single-issue politics. In a democracy, it is inevitable there will be a 'debate' or clash of ideas as public policy and laws are made. If the debate is conducted in a well-mannered fashion in which ideas are put forward and reasons to support them advanced, protagonists have noticed that this does not always lead to success. In the cases where a government needs detailed technical support from expert or 'insider' groups, such groups inevitably exercise significant power and influence. But where government knows it disagrees with a group, no amount of polite 'debate' is likely to have much effect. Once the government was committed to banning fox hunting, the Countryside Alliance realised that perhaps its most effective option as an 'outsider' group was to become a noisy presence and to aim to mobilise public opinion, hoping the government would come to fear the effects of displeasing them when the general election was held. There is some reason to believe that this issue did cause some constituencies to change hands in the 2005 election. Candidates will need to consider whether 'we would be better off without pressure groups' and on balance the answer will probably be 'no' since they do make the public debates on issues more meaningful. Strong answers will need to examine terms such as 'excessive power and influence' and 'irresponsible minorities'. Sometimes 'outsider' groups do protest violently and cause damage to individuals or property as they seek to promote their 'minority' view - some candidates may point out though that one year's minority opinions (eg suffragettes) may be a future year's 'mainstream' views.

In deciding whether an answer should be placed in Level 1, remember that a summing-up conclusion does not have to be at the very end - it could be at the start of the essay or in the middle. Answers without implicit or explicit summing up must be placed in Level 1.

Heavily one sided answers, if developed in a simple way and supported with a little evidence should be placed in Level 3.

Two sided answers with conclusions are always located in Level 4 or Level 5. However, where the arguments are superficial (or barely 'connect' to the question) and the evidence supporting them is weak, such answers are unlikely to score more than 12 marks. (Be careful though - just because a candidate says 'On the other hand...' it doesn't always mean a counter argument is being offered.)

Candidates who make the kind of points underlined above and introduce good evidence to support their arguments should secure a mark well into Level 5.

'The government should create enough jobs to guarantee full employment.' (17)
Consider arguments for and against this statement.

The specification refers to work... and unemployment; unemployment; costs to society and the individual; the role of the state as a provider (of work, unemployment benefit ...) contrasted with private provision. After the second world war, the expansion of the public sector which came with the growth of the welfare state, large-scale nationalisation (coal, electricity, gas, steel, telephones, airways, airports, rail, etc) programmes and the extension of services (eg housing) provided through local government, many new jobs were created and there were many opportunities for those seeking work to be employed in the public sector. However, following the privatisation programmes of the Thatcher/Major years, the public sector is now much diminished. There is now a focus on efficiency, reducing costs and a disposition against employing people just for the sake of giving them a job. The present government has made a big effort to get long term unemployed people back into employment through programmes such as the New Deal, though not necessarily in the public sector. Indeed, Tony Blair's government has introduced public-private partnerships so many traditionally-public sector activities (eg in many schools, hospitals and the London underground) now have a significant level of private sector funding and management in their operation. Candidates will probably argue that everyone should have a job - though there is always likely to be some frictional unemployment as people move between jobs, etc. But in an era where political parties seek to keep taxation low it is difficult to see how 'job creation' programmes in the public sector could possibly work unless the pay levels were very low and the odds are that productivity in such circumstances would be unacceptably poor as well. Perhaps a better role for government is to enhance education and training and to shift barriers to work (eg child care provision and costs) so everyone can benefit from well paid jobs in the private sector and the public sector employs only those it absolutely needs.

In deciding whether an answer should be placed in Level 1, remember that a summing-up conclusion does not have to be at the very end - it could be at the start of the essay or in the middle. Answers without implicit or explicit summing up must be placed in Level 1.

Heavily one sided answers, if developed in a simple way and supported with a little evidence should be placed in Level 3.

Two sided answers with conclusions are always located in Level 4 or Level 5. However, where the arguments are superficial (or barely 'connect' to the question) and the evidence supporting them is weak, such answers are unlikely to score more than 12 marks. (Be careful though - just because a candidate says 'On the other hand...' it doesn't always mean a counter argument is being offered.)

Candidates who make the kind of points underlined above and introduce good evidence to support their arguments should secure a mark well into Level 5.

12 'Since parents are responsible for their children, if the children misbehave it is the parents, not the children, who should be blamed.' (17)
Assess the arguments for and against this view.

The specification refers to family life, the meaning of 'family'; the purpose of 'family'; its role in society; socialisation; stability; transmission of values; and different types of family. With many single parent families and many children experiencing 'broken' homes, society has seen a rise in juvenile delinquency. It is suggested that those without two stable parent role models are less likely to be disciplined and law abiding, though of course many youngsters with single parents or no parents do behave in perfectly acceptable ways. If some children now carry knives this could be for 'youth culture' reasons or for 'personal protection' or simply be a recognition of a more violent set of attitudes and enmities in the wider society over which parents may have little control. Those answering this question will need to argue the two sides of 'yes parents are responsible for the behaviour of their children' or 'no they are not'. As more parents now work full time perhaps children are less supervised than previously. It is said that behaviour in some schools is very poor - but this may be poor behaviour over which parents cannot be expected to have direct control. Perhaps the lack of physical discipline in the home and at school is a factor. Some parents may try to compensate by lavishing expensive electronic gadgetry on their youngsters to 'bribe' them into achieving good exam results or behaving well but this does not mean they provide what the children truly need - good consistent role models that help them achieve acceptable sets of values to be sustained through their lifetimes.

In deciding whether an answer should be placed in Level 1, remember that a summing-up conclusion does not have to be at the very end - it could be at the start of the essay or in the middle. Answers without implicit or explicit summing up must be placed in Level 1.

Heavily one sided answers, if developed in a simple way and supported with a little evidence should be placed in Level 3.

Two sided answers with conclusions are always located in Level 4 or Level 5. However, where the arguments are superficial (or barely 'connect' to the question) and the evidence supporting them is weak, such answers are unlikely to score more than 12 marks. (Be careful though - just because a candidate says 'On the other hand...' it doesn't always mean a counter argument is being offered.)

Candidates who make the kind of points underlined above and introduce good evidence to support their arguments should secure a mark well into Level 5.

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 and inconclusive answers</p> <p>Selects and marshals a limited range of evidence relevant to the question, but with no conclusion either implied or explicit.</p>	1-2 marks
Level 2	<p>One-sided 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 which examines one viewpoint</p> <p>Selects and interprets evidence, and uses it to draw a justified conclusion(s). Explanatory comment is simple and restricted.</p>	8-10 marks
Level 4	<p>A developed answer which looks at two sides of the argument.</p> <p>Selects, interprets and begins to evaluate evidence to show awareness of differing points of view, and uses it to draw a justified conclusion(s).</p> <p>At the lower end different viewpoints are addressed in a superficial way with few specifics and little development.</p> <p>At the top end there is development of one of the viewpoints.</p>	11-13 marks
Level 5	<p>A balanced answer evaluating a range of evidence which examines contrasting viewpoints.</p> <p>Selects, interprets and evaluates a range of information, concepts and opinions relevant to the question. Marshals and evaluates the evidence to draw a justified, substantiated conclusion(s).</p> <p>At the lower end the range of information is limited.</p> <p>At the top end the range of evidence is wider.</p>	14-17 marks

Total AO3: 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 seriously, there may be serious lapses of grammar and spelling OR there is too little of the candidate's own writing to assess reliably.	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