



## General Certificate of Education

# General Studies 5761

## *Specification A*

*GS43 Society, Politics and the Economy*

# Mark Scheme

*2005 examination - June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

## Unit 3 (GA3W Society, Politics and the Economy)

### INTRODUCTION

The nationally agreed assessment objectives in the QCA Subject Criteria for General Studies are:

- AO1** Demonstrate relevant knowledge and understanding applied to a range of issues, using skills from different disciplines.
- AO2** Communicate clearly and accurately in a concise, logical and relevant way.
- AO3** Marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data, concepts and opinions.
- AO4** Demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations.

All mark schemes will allocate a number or distribution of marks for some or all of these objectives for each question according to the nature of the question and what it is intended to test.

#### Note on AO2

In all instances where quality of written communication is being assessed this must take into account the following criteria:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate; and
- ensure text is legible and spelling, grammar and punctuation are accurate, so that meaning is clear.

#### Note on AO4

In previous General Studies syllabuses, there has been a focus on the knowledge and understanding of facts (AO1), and the marshalling and evaluation of evidence (AO3) – on what might be called ‘first-order’ knowledge. AO4 is about understanding what counts as knowledge; about how far knowledge is based upon facts and values; and about standards of proof – what might be called ‘second-order’ knowledge.

By ‘different types of knowledge’ we mean *different ways of getting knowledge*. We might obtain knowledge by fine measurement, and calculation. This gives us a degree of certainty. We might obtain it by observation, and by experiment. This gives us a degree of probability. Or we might acquire it by examination of documents and material remains, or by introspection – that is, by canvassing our own experiences and feelings. This gives us a degree of possibility. In this sense, knowledge is a matter of degree.

Questions, or aspects of them, which are designed to test AO4 will therefore focus on such matters as:

- analysis and evaluation of the nature of the knowledge, evidence or arguments, for example, used in a text, set of data or other form of stimulus material;
- understanding of the crucial differences between such things as knowledge, belief or opinion, and objectivity and subjectivity in arguments;
- appreciation of what constitutes proof, cause and effect, truth, validity, justification, and the limits to these;
- recognition of the existence of personal values, value judgements, partiality and bias in given circumstances;
- awareness of the effects upon ourselves and others of different phenomena, such as the nature of physical, emotional and spiritual experiences, and the ability to draw upon and analyse first-hand knowledge and understanding of these.

**Note** It is the questions themselves which are designed to elicit the range of response appropriate to the assessment objectives for each question. Examiners are required to assign each of the candidates' responses to the most appropriate level in Questions 2-5, according to the **overall quality**, then to allocate a single mark within the appropriate level, except in the instance shown in Question 5. The levels take into account a candidate's knowledge, understanding, arguments, evaluation and communication skills as appropriate.

Half-marks are **not** awarded.

A response which bears no relevance to the question should be awarded no marks.

**Q1 Read Source A. Using information from this source only, identify five purposes of the community service punishment described.**

**(5 marks)**

**Target: Comprehension of source and selection of relevant information**

The essential requirement is that candidates need to use their ability to comprehend the source and *identify* the five advantages from the source and reject any source information that is not relevant. No explanation is required and, although some candidates will use at least some of their own words, those who do not should not be penalised in this instance. No credit should be given for any information used that is not taken from the source.

**Indicative content notes:**

The purposes are:

- prisoners are helping to provide a community resource
- prisoners are paying something back to society/the community
- to provide punishment/challenge because work is hard
- provision of constructive task
- getting prisoners back into the work habit
- raising awareness of the harshness of the bombing campaigns in WW2
- offering a much cheaper alternative than prison.

**Mark Scheme:**

1 mark for each relevant point to a maximum of five.

**AO1 : 2 marks; AO3 : 3 marks**

**Q2 Read Source B. Using both information from the source and your own knowledge, suggest a 5-point plan which might reduce the problem of alcohol-related crime.**

**(10 marks)**

**Target: Ability to use own knowledge and understand and interpret information contained within the source.**

**Indicative context notes:**

**Points that might be used in the plan**

- Target young drinkers **(S)**, perhaps by improving education about dangers of excessive drinking **(OK)**.
- Place restrictions on/ban cheap-drink promotions like happy hours **(S)**.
- Extend health warning scheme similar to the one on cigarette packets to alcohol bottles **(S)**.
- Change law to limit the ability of the advertising industry to promote the ‘sexy’ image of drinking alcohol **(S)**.
- Supplement hard-pressed police resources **(OK)** with the use of marshals in the city-centre problem spots **(S)**.
- Change law to cut pub opening hours **(OK)**.
- Restrict number of new pubs that can open in city centres **(OK)**.
- Increase severity of punishments for drink-related offences **(OK)**.
- Introduce ID cards to restrict underage drinking and insist on cards being shown **(OK)**.
- Increase spot checks on underage drinking **(OK)**.

<b>(S)</b>	=	<b>Source</b>
<b>(OK)</b>	=	<b>Own knowledge</b>

**Mark Scheme:**

**Level I:** Simple answer with limited knowledge and understanding/use of evidence and/or relevance, perhaps relying heavily on largely unexplained points or using very narrow range of points. (1-3 marks)

**Level II:** Demonstrates some knowledge and understanding of evidence to construct a plan. Might use a restricted number of explained points (up to 3) (maximum of 6 if answer uses **only** source **or** own knowledge) or larger number that are not clearly explained/developed. Mostly clearly structured/communicated. Some evidence of seeking to integrate the points into a coherent realistic plan. (4-7 marks)

**Level III:** Demonstrates clear and sustained knowledge and understanding and use of evidence to examine 4 or 5 points which are clearly explained and developed. Clearly structured/fluent communicated. Clear evidence of ability to integrate the points into a coherent and realistic plan. (8-10 marks)

**AO1 : 3 marks; AO2 : 2 marks; AO3 : 2 marks; AO4 : 3 marks**

**Q3 Read Source C. What are the strengths and weaknesses of this source in informing the public about changes in the prison population?**

**(10 marks)**

**Target: Critical assessment of the potential strengths and weaknesses of a source dealing with aspects of prisons.**

**Indicative content notes:**

**Possible strengths of source**

- Provides some objective statistical information covering size of jail population, total number of prisons.
- Gives an indication of the growth of the prison population (from 51,000 to 75,000 – nearly a 50% increase) in 10 years.
- Indicates government policy/targets (capping prison population at 80,000 and seeking alternatives to prison for lesser offences).
- Reveals important facts such as the nightly cost of a prison place (1/3<sup>rd</sup> cost of keeping remand prisoners in a police cell where overtime costs are high).
- Quotes knowledgeable figures (John Lyon of Prison Reform Trust and Frances Crook (sic) of the Howard League) asking pertinent questions about government's prison policy.
- *The Guardian* is a reputable/respected broadsheet newspaper.
- Material is mainly up to date.

**Possible weaknesses of source**

- Objectivity of *The Guardian* may be questioned (left wing opinions critical of Labour government/frequently argues that prison doesn't work for most offenders).
- Both John Lyon and Frances Crook represent pressure groups with a similar subjective stance on prisons to *The Guardian* so not very representative of wider spectrum of opinion.
- Alternatives to prison not made clear.
- Says that courts are jailing more offenders but doesn't explain either why (or if) there are more offenders (record prison population) and why more are being sent to jail.
- Statistics offer only limited information on growth of prison population.
- Source uses emotive language.
- The statistics quoted are limited: they give total numbers, but not the type and mix of offenders.

**Mark Scheme:**

**Level I:** Little understanding of what constitutes strengths/weaknesses of a source in context and/or very limited explanation of source's strengths and weaknesses. (1-3 marks)

**Level II:** Some understanding of what constitutes strengths/weaknesses of a source in context. Some identification and explanation and mostly clear communication of a range of strengths/weaknesses (maximum of 6 marks if answers deal only with strengths or weaknesses). Perhaps not always consistent/fully explained and/or limited in range. (4-7 marks)

**Level III:** Clear and sustained understanding of what constitutes strengths/weaknesses of a source in context. Identification, explanation and fluent communication of a wide range of strengths and weaknesses/narrower range but in depth. (8-10 marks)

**AO1 : 2 marks; AO2 : 2 marks; AO3 : 3 marks; AO4 : 3 marks**

**Q4 Read Source D. Discuss the legal, moral and social issues that might arise when seeking to decide whether or not speeding is acceptable.**

**(10 marks)**

**Target: Using a source to demonstrate an understanding of the complexity of issues and different forms of knowledge.**

**Indicative content notes:**

- Very difficult to establish criteria which allow us to judge whether an action such as speeding is acceptable.
- Question of ‘acceptable to whom’? (Genuine divisions over what might or might not be acceptable in a non-legal sense.)
- The law is clear. Speed limits are set (at different levels) for all public roads. Legally, motorists do not have the option of choosing to ignore them for whatever reason.
- Legally we cannot choose to obey some laws and ignore others.
- In real life, many people break the law every day and this is particularly true of motorists. Most people are unlikely to consider this a serious infringement of a moral code, especially if they think in *relative* terms.
- Without the presence of speed cameras, many drivers might not obey the speeding law.
- There is always the ‘what if’? situation (the potential for a fatality caused by speeding and brought out by the 2nd letter writer). ‘Speed kills’ is the well established road safety message.
- Both letters refer to speed cameras, almost as if their presence is the real issue. They are deeply unpopular with many motorists because they cannot exercise discretion and are widely believed to be used more as a source of police/government revenue than a measure to reduce speed in areas where it might be deemed particularly dangerous.
- Speed cameras represent part of a ‘big brother’/surveillance society.

**Mark Scheme:           CONTENT**

**Level I:**       Simple, unexplained points and/or points which rely on very generalised comments/or very narrow range of points on acceptability. (1-3 marks)

**Level II:**     Knowledge and understanding to present and communicate a restricted range of relevant points/arguments with some references to legal/moral/social issues (not necessarily all three) with some reasoning which might not always be maintained. Some ability to work towards a conclusion/clear position on what might be deemed acceptable. (4-7 marks)

**Level III:**    Mostly sustained knowledge and understanding with the ability to present and communicate fluently a range of relevant arguments with clear references to legal/moral/social issues (or at least two in more depth), consistently reasoned and leading to a logical conclusion/clearly argued position on what might be deemed acceptable showing how different forms of knowledge might be applied. (8-10 marks)

**AO1 : 2 marks;   AO2 : 2 marks;   AO3 : 2 marks;   AO4 : 4 marks**

**Q5 Using examples from Source E, at least one other source, and your own knowledge, consider the advantages and disadvantages of sending people who have broken the law to prison.**

**(15 marks)**

**Target: Extrapolation and exposition of arguments from a range of sources.**

**Indicative content notes:**

**Possible advantages of sending lawbreakers to prison**

- Opportunities for education, rehabilitation, support etc. **(E)**.
- Prison acts as punishments for offenders – “only somebody who has never been to prison would believe that jails are ‘soft’ places” **(E)**.
- Necessary particularly for violent and dangerous offenders from whom the public need protection **(C)**.
- The threat of prison helps to deter potential offenders.
- Loss of liberty is the most appropriate sanction for many lawbreakers (especially for serious/persistent offenders).

**Possible disadvantages of sending lawbreakers to prison**

- Prisoners not seen as individuals/become almost a sub-race **(E)**.
- Difficult for prisoners to get a sense of purpose when life is so repetitive **(E)**.
- Short-term prisoners often learn little except how to commit more crime **(E)**.
- Harsh regimes may dehumanise prisoners **(E)**.
- Too many ex-prisoners re-offend **(E)**.
- Might be cheaper, more purposeful alternatives like community punishment for minor offenders **(A)** **(C)**.
- Problems of overcrowding **(C)**.
- Insufficient scope for treating prisoners who are mentally ill **(C)**.
- Many prisons, including those for young offenders, have major drug problems.

**Mark Scheme for content (AO1, AO3, AO4)**

**Level I:** Undeveloped/insufficiently relevant/very narrow/heavily opinionated comments from source(s)/own knowledge on advantages and/or disadvantages of sending lawbreakers to prison.

**(1-4 marks)**

**Level II:** More developed comments from sources/own knowledge, mostly relevant and relating to advantages/disadvantages of sending lawbreakers to prison, perhaps with some recognisable and sometimes more sustained analysis. Some evidence of critical awareness and/or sense of balance. (Maximum of 6 marks for content to candidates who use **either** only sources **or** only their own knowledge and/or restrict themselves to **either** advantages **or** disadvantages.)

**(5-8 marks)**



**Level III:** More detailed, sustained and clearly reasoned/argued analysis of advantages/disadvantages of sending lawbreakers to prison using at least one source and own knowledge. Clear evidence of critical awareness and recognisable progress towards a fluent and logically argued conclusion and/or balanced approach. (9-11 marks)

### Mark Scheme for COMMUNICATION (AO2)

**4 marks:** Clear organisation, structure and relevance; fluent with only minor errors in expression, spelling, punctuation and grammar.

**3 marks:** Clear attempt at organisation, structure and relevance; mostly fluent with few errors in expression, spelling and punctuation.

**2 marks:** Limited organisation and structure and/or little relevance; some fluency, with some errors in expression, spelling, punctuation and grammar.

**1 mark:** Lacking organisation, structure and fluency. Frequent errors in expression, spelling punctuation and grammar.

**0 marks:** No response or response that is wholly irrelevant.

- A totally irrelevant response should also receive 0 marks for communication.
- Responses at **Level 1** for **content** should be awarded up to 2 marks for communication.
- Responses at **Level 2** for **content** should *normally* be awarded up to 3 marks for communication.
- Responses at **Level 3** for **content** may be awarded up to 4 marks for communication.
- The mark for communication must not exceed the mark for content.

**AO1 : 4 marks; AO2 : 4 marks; AO3 : 3 marks; AO4 : 4 marks**

### Approximate distribution of marks across the questions and Assessment Objectives for the Sources and Issues Analysis

Question Numbers		Q1	Q2	Q3	Q4	Q5	AO marks per unit
<b>Assessment Objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>13</b>
	<b>2</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>10</b>
	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>13</b>
	<b>4</b>	<b>-</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>14</b>
<b>Total marks per Question</b>		<b>5</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>15</b>	<b>50</b>