

GCE

Edexcel GCE

General Studies (6455)

Summer 2005

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Mark Scheme (Results)

6455: Modern Society

Section A

- 1 (a) For which of the categories of offences given above is the difference in detection rate between England & Wales and Scotland (i) greatest and (ii) smallest? (1)

Greatest - Fraud and forgery (allow 'Fraud')

Smallest - Drug offences (allow 'Drugs')

Accept recognisable spellings.

1 mark for correctly identifying BOTH offences.

Do not deduct marks for incorrect spelling.

Do not award a mark if candidate has only provided one correct answer.

1 mark for correctly identifying both offences

- (b) If there were 10,000 recorded cases of criminal damage in 2001/2 in Scotland, how many of these cases did not result in a successful detection? (1)

Allow 1 mark $(100 - 22 = 78)\% \times 10,000 = 7,800$

7,800; also accept 7800

- (c) Identify the type of diagram or chart (e.g. scatter diagram, line graph, bar chart, pie chart) that would be the most suitable way of visually presenting the information given in the table opposite. Explain why the type of diagram chosen would be more appropriate than at least one other identified type of representation. (You are not being asked to draw the diagram.) (2)

1 mark for recognising that a Bar Chart or two pie charts (not one pie chart) are likely to be most appropriate.

1 mark for giving a clearly correct reason why another form of representation identified would be less appropriate (max 1) - eg:

- Scatter diagram would be very confusing since many different symbols would be needed to differentiate between types of crime and different countries;
- Line graph could not be correctly used to link either detection rates for different offences within a single country or, alternatively, detection rates in several countries.

- (d) Publications such as the *British Crime Survey*, sometimes suggest that the detection rates reported in *Social Trends* are exaggerated because authorities are unaware of some crime that occurs. Give and explain two examples that demonstrate why the police may be unaware of some offences that have been committed. (4)

For each reason - 1 mark for simple reason; 2 marks if further elaboration is given:

- some crimes - eg speeding, drug taking, fraud - may not be identified/detected let alone see the person responsible apprehended.
- other crimes - eg rape or criminal damage may not be reported - for fear of reprisals or because victim feels they will be humiliated/not believed.
- minor crimes - eg shoplifting or putting graffiti on walls - may not be reported because people see them as trivial and regard detection as very unlikely - some even regard graffiti as 'pop art'.

- (e) Give and explain one reason for and one reason against believing that detection rates for crime would be most improved by employing more police officers rather than increasing penalties for committing crime. (4)

For each reason - 1 mark for simple reason; 2 marks if further elaboration is given:

Reasons FOR: Increasing number of police officers could have effects on detection rates such as:

- reduce the undetected crime - eg by increasing police presence in areas at present under-policed
- reduce feelings of vulnerability on the part of witnesses
- make people feel reporting crime was worthwhile
- reduce belief by criminals that they would 'get away with' breaking law.

Reasons AGAINST: Increasing penalties for those convicted could have effects on detection rates such as:

- make law-breakers feel wrongdoing not worthwhile - but if detection rates are low many believe they will not get caught anyway.
- make witnesses feel safer reporting crime if they believed the guilty would be imprisoned (ie removed from society) for longer periods of time, so they may be more willing to give evidence and aid detection.
- If criminals become more careful not to get caught because of stiffer sentences, detection rates may fall.

Section B (AO2 - 3 marks; AO4 - 12 marks)

- 2 (a) Explain why the argument in lines 5-23 is inductive. (1)

1 mark for:

Produces specific pieces of evidence/observation leading to general conclusion (or similar).

- (b) Being signed by 26 well-known business leaders means the letter is also a form of: (1)

B: argument from authority

- (c) Briefly explain the relationship between validity and deduction. (You do not need to refer to the passage in your answer.) (2)

1 mark for making each statement (max 2 marks) such as:

- recognising that deduction is a type of argument where if the premises are true and the argument is a good one, the conclusion must be true. OR
- For saying a deductive argument is one which moves from a general statement or premise to a specific or particular conclusion. OR
- A deductive argument is valid if, and only if, its premises entail its conclusion - ie: where there is no possible situation in which its premises are true and its conclusion false. OR
- for recognising that only arguments (ie: not sentences, beliefs or opinions) are valid - and only deductive arguments at that. OR
- for saying validity must be carefully distinguished from truth - a valid argument will have a false conclusion if one its premises is false.

Examiners should not be impressed if candidates seem to think that validity equals truth.

For two marks to be awarded there must be an accurate statement explicitly linking validity and deduction.

Extract from the Specification (Appendix 3, para 18):

Valid – although the word ‘valid’ is used as a general term of approval in ordinary language it has a special role to play when thinking about thinking and analytical skills. Only arguments (ie not sentences, beliefs, opinions, etc) are valid, and only deductive arguments at that. A deductive argument is valid if, and only if, its premises entail its conclusion, ie when there is no possible situation in which its premises are true and its conclusion false. Validity must be carefully distinguished from truth. A valid argument can have a false conclusion (in fact it is very useful to discover that a valid argument has a false conclusion because this tells us one of its premises must be false). An argument with a true conclusion, on the other hand, can be invalid.

- (d) From the passage, write out an example of (i) a fact and (ii) an opinion. (2)

For example

(i) Fact:

- Line 5 "Since the Chancellor's statement on the euro in October 1997".
- Line 14-15 "Germany's trade with the EU has leapt from 27% of national output in 1998 to 32% in 2001."

(ii) Opinion:

- Line 3-4 "Such a decision would be damaging for British-based businesses, British employees and the British economy as a whole."
- Line 9-10 "Britain is a good place to do business, non-membership of the euro is damaging that position."

- (e) To what extent are facts and opinions equally able to support a conclusion? (2)

Candidates should be awarded 1 mark (max 2) for each significant point established eg:

- a conclusion supported by factual evidence can be regarded as strong;
- a conclusion backed by opinions which may not be supported by proof will be weaker and less persuasive;
- but a conclusion supported by opinions based on moral principles may be stronger than one supported by other opinions.

If an answer does not explicitly refer to a conclusion but does make an acceptable statement about the usefulness of facts, opinions or beliefs, award 1 mark only.

No marks should be awarded for statements claiming facts and opinions are equally able to support a conclusion unless clear and explicit reasons are given.

- (f) Looking specifically at arguments and evidence contained in the letter to Mr. Blair, how far do the writers justify their conclusion? (4)

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

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

Candidates will recognise that a justified conclusion follows from the preceding argument(s) but it is not necessarily the only possible conclusion. An unjustified conclusion is a conclusion not sustained by the preceding evidence or discussion.

Paragraphs 3 and 4 provide objective data which supports the conclusion.

The final paragraph talks about 'the weight of independent economic evidence' and 'commercial reality' but these terms are not 'unpacked' or explained.

The argument is inductive and (in the final paragraph) from authority. Such forms of argument do not guarantee the conclusion but they do support it.

Mark according to these levels:

- 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 evidence mark.

A mark should be given for the level of written communication using these level 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 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)

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

AO2: 3 Marks
(Total for Section B: 15 marks)

Section C (AO3 - 20 marks; AO2 3 marks) Indicative Content

- 3 **Critically assess the view that the increased number of candidates and parties now contesting UK general elections confuse voters, blur issues and are bad for democracy.** (20)

The specification refers to political processes and goals, government and politics, Britain and Europe, UK Government and elections; reform of the electoral process. Elections used to involve just two candidates in most constituencies. Now many constituencies have anything between 5 and 10 candidates. At one time both Labour and Conservative were 'broad church' parties but since the assertion of conviction politics by Margaret Thatcher et al, people who dissent from a particular policies are likely to leave and form a party of their own - Conservatives leaving to join UKIP or environmentally aware people leaving the Labour Party or Lib Dems to join the Greens. Voter confusion caused by having so many candidates is said to be a reason for lower turnouts - though some people argue that the more candidates gives better choice to voters. It will be a legitimate argument for candidates to point out that if four candidates each receive between 20% and 25% of the vote in a constituency on a turnout of 50%, the winning MP may have received support from as few as 12% or 13% of the electorate - something that has to be bad for democracy, whatever the qualities and strengths of the individual concerned.

- 4 **'Positive discrimination in favour of ethnic minorities, those with disabilities, women, gay or lesbian people or the elderly is unjustifiable because it is so unfair on the rest of society.'** (20)

Critically examine the arguments for and against this view.

The specification refers to the impact of government action to improve equality of opportunity; legislation, government commissions, positive discrimination, education, costs and benefits of equality legislation on the economy. Candidates will demonstrate their awareness that positive discrimination involves quotas and priority placements for the groups which are seen to be presently disadvantaged - blacks or women or gays people getting jobs for which whites or men or straight people are equally or better qualified; stronger candidates will wish to balance the supposed unfairness against the evils of discrimination which such policies seek to overcome. To be effective and persuasive the arguments leading to a conclusion need to be supported by clear evidence.

- 5 **How far do you agree with the view that since there is a minimum wage in Britain there should also be a maximum wage?** (20)

In the work, leisure and unemployment section of the specification there are references to the human need to work, the 'work ethic', the needs of the individual compared to the needs of society, impact of work on the economy - GDP, taxation, welfare provision, infrastructure of society including the minimum wage, what makes an entrepreneur? the impact of work and leisure on age, gender, culture, status, education and training. A principal objective of the minimum wage legislation was to close the gap between richer and poorer workers yet while the hourly rate for poor workers goes up by a few pence, that for richer workers goes up by tens or hundreds of pounds - on those grounds a maximum wage would be a good idea. The justification for highly paid people earning a great deal more is that often they undertake entrepreneurial functions - yet such pay rises mean the rich-poor gap is getting wider not narrowing. Alternatively some candidates may wish to argue that if a firm will pay a worker (perhaps a football player) £100,000 a week, they must think the worker is worth it and therefore a maximum wage could not be justified.

- 6 **'The best way to restore prosperity to depressed areas is to abolish all direct and indirect taxes in such areas for twenty years.'** (20)

To what extent do you agree with this statement?

The specification refers to economic and/or environmental pressures influencing change; changes in traditional industries and the development of new industries; role of government subsidy in encouraging investment in depressed areas. There are many ways in which government could seek to reverse economic disadvantage so to say there is one way only has to be open to challenge. Often areas decline because their mines have run out (tin in Cornwall or coal in Wales) or become too expensive to exploit profitably or their staple industry (eg shipbuilding) has declined since others can make good ships less expensively elsewhere or because transport links to them are extended, time consuming and costly. There are reasons to believe that waiving taxes can appeal to a business in determining where it will locate but other factors - skilled workforce, demand for product, good transport links for supply of raw materials and delivery of finished goods - are arguably just as important.

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>	1-3 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>	4-8 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:</p> <p>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>	9-14 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>	15-19 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>	20 marks

Total A03: 20 Marks

A mark should be given for the level of written communication using these level 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 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)

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

AO2: 3 Marks
(Total for Section C: 23 marks)