

# Mark Scheme (Results)

## Summer 2007

GCE

### GCE General Studies (6455) Paper 01

## General Guidance on Marking

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does **not** mean giving credit for incorrect or inadequate answers.

Examiners should therefore read carefully and consider every response: even if it is not what is expected it may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark.

Crossed out work should be marked **UNLESS** the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

### Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
  - how individual marks are to be awarded
  - the total mark for each question
  - examples of responses that should **NOT** receive credit.
- 1 / means that the responses are alternatives and either answer should receive full credit.
  - 2 ( ) means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
  - 3 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.

## 6455: Modern Society

### Section A

- 1 (a) A progressive tax makes people with higher incomes to pay a bigger proportion of their income in tax than those with lower incomes. (1)  
Name one of the taxes in the table above which is a progressive tax

Award 1 mark for:

- Income tax
- Income tax on earnings
- income from savings and investments.

- (b) A regressive tax takes little or no account of a person's ability to pay. (1)  
This means people with a low income pay a bigger proportion of their income in tax than those who earn significantly more. Name one of the taxes in the table above which is a regressive tax.

Award 1 mark for:

- VAT
- Value added tax (VAT)
- Vat and excise duties on spending
- Vat and excised duties
- Taxes on petrol, cigarettes, alcohol
- Tax on petrol
- Tax on cigarettes
- Tax on alcohol
- Council tax

- (c) (i) Calculate the percentage of Harry's income which is paid in tax. (1)

Award 1 mark for:

- 34.16 (%)
- 34.17 (%)
- 34 (%)
- 34.1 (%)
- 34.2 (%)

- (ii) Briefly explain whether the proportions of tax paid by Alice and Harry suggest that the UK tax system is either progressive or regressive. (2)

Award 1 mark for:

- Simply stating that the UK tax system appears to be (is) regressive - no explanation given.

Award 2 marks for:

- Explaining that the UK tax system appears to be (is) regressive as Harry is paying a smaller proportion (%) of tax on his income even though he earns more than Alice or Alice is paying a higher proportion of her income in tax even though she earns less than Harry.

Award 2 marks for:

- A perceptive answer that suggests that the system appears regressive as Harry pays less tax as a proportion of his income than Alice, but this may be due to the amount Alice spends on petrol or cigarettes.

Note:

The answer must focus on the Alice and Harry information given. Answers that simply refer to the general tax system in the UK without reference to Alice or Harry are not to be given the explanation mark.

- (d) Alice and Harry both spend a significant proportion of their incomes on petrol. Suggest two reasons for and two reasons against reducing the taxes on petrol (4)

1 mark for each acceptable reason FOR (max 2) and 1 mark for each acceptable reason AGAINST (max 2)

Petrol: Reasons FOR REDUCING - e.g. -

- A reduction will help those on low incomes
- Allows poor to travel more e.g. find jobs
- Allows more disposable income/improve standard of living
- Gives more alternative spending options/more can afford to buy a car
- Reduces costs to manufacturers/distributors/retailers
- Reduces costs and boosts the economy/increases profits

Petrol: Reasons AGAINST REDUCING - e.g. -

- Negative impact on the environment, pollution
- Petrol is a scarce/finite resource and needs to be conserved
- Reduces tax revenue for Government might mean higher taxes elsewhere
- Disincentive to use public transport/more cars, congestion

Note:

- (1) This question is about REDUCING taxes on petrol. Do not award answers that interpret the question solely in terms of INCREASE in taxation on Petrol.
- (2) The question asks for reasons - answers that only refer to consequences e.g. political parties/govt gain political recognition are not to be rewarded.

- (e) There has been an Equal Pay Act in the UK for over 35 years, but many women are paid less than men for identical work. Which one of the reasons given below best explain why? (1)

E

- (f) Briefly explain one action which could be taken by the government to close the pay gap between men and women doing identical work. (2)

Award 1 mark for:

- Simply stating an appropriate action e.g. "Make pay levels information available to all employees"

Award 2 marks for:

- Stating and explaining an appropriate action e.g. "Make pay levels information available to all employees so that each employee knows how much everyone earns and so has an opportunity to challenge inequality"

Acceptable answers include:

- Greater transparency in showing pay level differences
- Apply greater sanctions to employers who ignore existing legislation
- Stronger enforcement of existing legislation/increased scrutiny of employers - send in inspectors

Note:

- (1) This question is about men and women in work - it is not about issues of education or qualifications for women.
- (2) Do not accept answers that suggest Government to set (or interfere with) levels of pay.
- (3) The Equal Pay Act already exists - answers that propose such an Act should not be rewarded.

AO1 12 marks  
(Total Section A 12 marks)

## Section B

All questions in Section B examine AO4 - Students should be able to demonstrate understanding of different types of knowledge and of the relationship between them, appreciating their limitations.

Question 2(g) should be used to examine AO2 - Students should be able to communicate clearly and accurately in a concise, logical and relevant way.

- 2 (a) Write out an example of argument from cause from lines 7-19 of the passage (1)

Award one mark for (lines 16-17) 'First white youngsters go to one school and the rest go to the other school - and the next thing we hear is about rioting, feuds and gang warfare.'

Also accept

- "White youngsters..... gang warfare
- "First white youngsters ..... and gang warfare. Integration and inclusion is crucial"

- (b) Why might arguments from cause sometimes be regarded as weak? (1)

Arguments from cause rest on the premise that when one type of state of affairs is invariably correlated with another state of affairs then the two types of affairs are causally related - i.e. - cause and effect. But the correlation may be spurious and the apparent linkage the result of pure coincidence.

Award 1 mark for answers that explicitly focus on issues relating to correlation/causation/effect e.g. weakness in these links. E.g. "the evidence for establishing cause and effect may be weak and be more opinion than fact"

- One action does not always result in another so the argument can be subjective
- There is often no real evidence, no scientific fact so a cause does not always have the same effect
- There are examples of what has happened before and will not necessarily happen in the future
- Two happenings can be very weakly linked so providing a weak argument
- Based on limited examples involving interpretation of research so producing generalisations
- References to the specific example given in the case questioning the strength of the links are to be rewarded.

Note:

Do not award mark for answers that simply talk about facts and opinions without any reference to cause and effect.

- (c) State whether the argument in lines 15-29 of the source is inductive or deductive and briefly explain your answer. (2)

Award one mark for saying the argument is inductive.

To gain a second mark, candidate needs to point out the argument involves a series of specific points leading to a conclusion OR that the argument does NOT involve a general premise leading to a specific conclusion - as would have been the case had the argument been deductive.

- (d) '... the number of people of Pakistani heritage in what are technically called "ghetto" communities trebled between 1991 and 2001' (lines 8-10). Is this statement fact or opinion? Explain why. (1)

Award 1 mark for candidates who answer:

FACT and who also give an acceptable reason - e.g.

- the statement can be verified/evidence/proof
- the statement contains statistical data/objective data
- there is a previous reference to research material
- It includes figures - 1991 & 2001

(Award 0 if no reason is given)

Note:

Some may question the definition of the word "ghetto" in explaining that the statement is a fact. That is okay. But an answer such as "It is an opinion as it is based on the authors own definition of "ghetto" must not be rewarded. The only correct answers is FACT with an appropriate explanation.

- (e) 'Integration and inclusion is crucial.' (line 17). Is this a fact or an opinion? Explain why. (1)

Award 1 mark for candidates who answer:

OPINION and who also give an acceptable reason - e.g.

- the statement would not be agreed by everyone
- personal view,
- no evidence to support the claim
- it cannot be proved
- or subjective argued against

(Award 0 if no reason is given)

- (f) 'Different groups increasingly inhabit separate social and cultural worlds.' (line 10). Is this statement a fact or a belief or both? Explain why. (2)

Award 1 mark for saying - e.g. - "the statement is a fact if it is true and can be verified" or the statement is a "belief if someone believes it", or the statement could be seen as both belief and fact.

Award 2 marks where the explanation is developed either with reference to the distinction between facts and beliefs or with reference to the case/source material or with examples drawn from the insert.

- (g) Identify the different types of argument and evidence put forward by the author and consider whether he adequately justifies his final conclusion. (4)

AO4 marks should be awarded as follows:

Most candidates will probably recognise the argument is essentially inductive. There are also arguments from cause and from analogy. There are opinions but also factual evidence including references to research and a range of issues which are debatable are raised leading to support for the conclusion that a new 'highway code' is now required. It is clear from the evidence where there is a lack of clarity (e.g. penultimate paragraph) so the arguments and evidence can be said to provide adequate justification. If candidates take a different line, marks awarded will depend on the strength of thinking and analytical skills identified. Candidates will need to 'unpack' the 'evidence' elements and the 'argument' elements systematically. Obviously the argument would be stronger had the argument been deductive - but that does not mean it cannot be justified.

Marks should be awarded according to the following levels:

**Evidence marks**

Examples of evidence supporting the conclusion are simply indicated 1

Strengths and weaknesses of the evidence are clearly stated 1

**Argument marks**

Examples of arguments supporting the conclusion are simply indicated 1

Strengths and weaknesses of the argument supporting the conclusion are clearly stated or a less specific conclusion is reached based on a very strong preceding analysis and content. 1

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 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.	0 marks (exceptionally poor)

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

AO2: 3 Marks

Total Section B 15 marks



## Section C

All questions in section C examine AO3 and AO2.

**AO3** - Students should be able to marshal evidence and draw conclusions; select, interpret, evaluate and integrate information, data concepts and opinions.

**AO2** - Students should be able to communicate clearly and accurately in a concise, logical and relevant way

### General Guidance on Marking

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.

3 'If we had a more effective education system, there would be no need for equality legislation, because we would all treat each other decently and fairly.' Critically assess 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'.

Answers which fail to address such issues will gain no marks.

Level	A03 level criteria	Mark	Indications of level for this question.
0	<b>Irrelevant or facetious answer</b>	0	
1	<b>Partial and inconclusive answer</b> Selects and marshals a limited range of evidence relevant to the question, but with <b>NO CONCLUSION</b> either implied or explicit	1	Candidates may write in general terms about education or equality or decency without addressing the specific question set. Supporting evidence will be missing and the answer will be largely assertive and possibly prejudiced.
2	<b>Superficial or formulaic answer with a simple conclusion</b> Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence	2-6	The evidence will be limited and unsupported and with much personal opinion expressed and relate to only parts of the question. Answers at this level may demonstrate ill-informed prejudice. Conclusions are likely to be personal responses to the issues of education, equality, decency and fairness, rather than developed from arguments for and against the view in this question.
3	<b>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints.</b> Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.	7-12	There is an answer which does at least partly relate to the specifics of the question set - there is some development and relevant descriptive points are introduced though the discussion may slip from argument into assertion and may be heavily one sided; the conclusion reached will be consistent with the discussion. E.g. a candidate may focus almost exclusively on the merits and demerits of the education system.
4	<b>A developed answer which examines coherently, and in a more balanced way, two sides of the question.</b> Selects, interprets and begins to evaluate specific evidence to show awareness of differing points of view, and uses it to draw a justified conclusion(s)	13-19	Candidates demonstrate a clear understanding of the issues raised in the question and develop a balanced and comprehensive treatment of these issues. Candidates may well make reference to such issues and concepts as: <ul style="list-style-type: none"> <li>• What is an effective education system?</li> <li>• Legislation required to protect minorities</li> <li>• Where does moral compass come from?</li> <li>• Laws establish social norms</li> <li>• Alternative socialisation influences family, education, role models</li> <li>• What is decency and fairness?</li> </ul>
5	<b>A fully balanced perceptive answer</b>	20	Comprehensive response in which arguments are well supported by concepts and evidence to reach a strongly justified conclusion

**4 'The European Courts bring far more advantages than disadvantages to UK citizens.'**  
**Evaluate arguments for and against this view.**

The specification refers to 'variations over time and circumstance within a given society, the role of law; the moral concept of right and wrong; good and bad; is there an absolute standard? and the place of European Law.... the purpose of punishment; revenge; protection; rehabilitation; miscarriages of justice; the nature of punishment; victims' rights; moral and economic issues'. Answers which fail to address such issues will gain no marks.

Level	AO3 level criteria	Mark	Indications of level for this question.
0	<b>Irrelevant or facetious answer</b>	0	
1	<b>Partial and inconclusive answer</b> Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit	1	Candidates may write in general terms about Europe without addressing the specific question set. Supporting evidence will be missing and the answer will be largely assertive and possibly prejudiced.
2	<b>Superficial or formulaic answer with a simple conclusion</b> Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence	2-6	The evidence will be limited and unsupported and with much personal opinion expressed and relate to only parts of the question. Answers at this level may demonstrate ill-informed prejudice. Conclusions are likely to be personal responses to the issues of European legislation/court action and impact on UK sovereignty ..... rather than developed from arguments for and against the view in this question.
3	<b>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints.</b> Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.	7-12	There is an answer which does at least partly relate to the specifics of the question set - there is some development and relevant descriptive points are introduced though the discussion may slip from argument into assertion and may be heavily one sided; the conclusion reached will be consistent with the discussion. E.g. a candidate may focus almost exclusively on the impact of European legislation on the UK.
4	<b>A developed answer which examines coherently, and in a more balanced way, two sides of the question.</b> Selects, interprets and begins to evaluate specific evidence to show awareness of differing points of view, and uses it to draw a justified conclusion(s)	13-19	Candidates demonstrate a clear understanding of the issues raised in the question and develop a balanced and comprehensive treatment of these issues. Candidates may well make reference to such issues and concepts as: <ul style="list-style-type: none"> <li>• Role of European Courts</li> <li>• Specific reference to European Court of Human Rights</li> <li>• Relative role/strengths of European and UK Courts - issue of sovereignty</li> <li>• Examples of advantages and disadvantages of European Court Actions - e.g. employment law, freedom of movement, rights of women in employment, corporal punishment in schools/human rights</li> </ul>
5	<b>A fully balanced perceptive answer</b>	20	Comprehensive response in which arguments are well supported by concepts and evidence to reach a strongly justified conclusion

**'Leisure is just as important as work, if not more so, if we are to have a healthy workforce and a strong economy in the 21st century.'** Critically assess arguments for and against such a view.

The specification refers to 'work, leisure and unemployment, the human need to work – the 'work ethic'; compare economic and social factors; the needs of the individual compared to the needs of society; impact of work on the economy – GDP; taxation; welfare provision; infra-structure of society; leisure facilities – who should provide? The role of the state and of private enterprise; forced and unforced leisure time; social and economic costs and benefits to society and the individual; the growth of a leisure industry; the impact of work and leisure on age; gender; culture; status; education and training etc'. **Answers which fail to address such issues will gain no marks.**

Level	AO3 level criteria	Mark	Indications of level for this question.
0	<b>Irrelevant or facetious answer</b>	0	
1	<b>Partial and inconclusive answer</b> Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit	1	Candidates may write in general terms about work and leisure without addressing the specific question set. Supporting evidence will be missing and the answer will be largely assertive and possibly prejudiced.
2	<b>Superficial or formulaic answer with a simple conclusion</b> Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence	2-6	The evidence will be limited and unsupported and with much personal opinion expressed and relate to only parts of the question. Answers at this level may demonstrate ill-informed prejudice. Conclusions are likely to be personal responses to the issues of stress, aspects of leisure activity, time off work rather than developed from arguments for and against the view in this question.
3	<b>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints.</b> Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.	7-12	There is an answer which does at least partly relate to the specifics of the question set – there is some development and relevant descriptive points are introduced though the discussion may slip from argument into assertion and may be heavily one sided; the conclusion reached will be consistent with the discussion. E.g. a candidate may focus almost exclusively on work and stress rather than unpack the rest of the question.
4	<b>A developed answer which examines coherently, and in a more balanced way, two sides of the question.</b> Selects, interprets and begins to evaluate specific evidence to show awareness of differing points of view, and uses it to draw a justified conclusion(s)	13-19	Candidates demonstrate a clear understanding of the issues raised in the question and develop a balanced and comprehensive treatment of these issues. Candidates may well make reference to such issues and concepts as: <ul style="list-style-type: none"> <li>• Relative importance of leisure and work - work/life balance</li> <li>• Cost of leisure v cost to NHS</li> <li>• Stress in the workplace - impact on family/personal relationships</li> </ul> Relevance of leisure activity to skills of communicating, interaction, team working, impact on company performance and the economy.
5	<b>A fully balanced perceptive answer</b>	20	Comprehensive response in which arguments are well supported by concepts and evidence to reach a strongly justified conclusion

6 'The changes seen in family life and moral values over the past fifty years must be reversed.' Evaluate arguments for and against this view.

The specification refers to 'family life - changes in attitudes to marriage; legal and economic changes affecting family and marriage; changes in attitudes in society; views of different cultures; social and economic effects of changes in attitude; the rise of single parent families; children's needs and rights. demographic changes affecting family life (mobility; smaller families; longevity etc)'. Answers which fail to address such issues will gain no marks.

Level	AO3 level criteria	Mark	Indications of level for this question
0	<b>Irrelevant or facetious answer</b>	0	
1	<b>Partial and inconclusive answer</b> Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit	1	Candidates may write in general terms about family life or morality without addressing the specific question set. Supporting evidence will be missing and the answer will be largely assertive and possibly prejudiced.
2	<b>Superficial or formulaic answer with a simple conclusion</b> Selects and marshals a limited range of evidence to draw a simple conclusion or express a personal opinion, which may not be appropriate. The answer may consider two views in a simple for/against format with little explanatory comment or relevant evidence	2-6	The evidence will be limited and unsupported and with much personal opinion expressed and relate to only parts of the question. Answers at this level may demonstrate ill-informed prejudice. Conclusions are likely to be personal responses to the issues as divorce /abortion rather than developed from arguments for and against the view in this question.
3	<b>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints.</b> Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.	7-12	There is an answer which does at least partly relate to the specifics of the question set - there is some development and relevant descriptive points are introduced though the discussion may slip from argument into assertion and may be heavily one sided; the conclusion reached will be consistent with the discussion. E.g. a candidate may focus almost exclusively on "the decline in family like and morality" and the perceived negative effects of this decline.
4	<b>A developed answer which examines coherently, and in a more balanced way, two sides of the question.</b> Selects, interprets and begins to evaluate specific evidence to show awareness of differing points of view, and uses it to draw a justified conclusion(s)	13-19	Candidates demonstrate a clear understanding of the issues raised in the question and develop a balanced and comprehensive treatment of these issues. Candidates may well make reference to such issues and concepts as: <ul style="list-style-type: none"> <li>• Changes in family life over post 50 years - single parent families</li> <li>• Morality - fundamentalism freedom</li> <li>• Specific morality issues - abortion, divorce, re-marriage, cohabitation</li> <li>• Working families - socialisation process - discipline standards - role models - pursuit of material riches.</li> </ul> The answers in this level will explicitly refer to the issue of <u>reversal</u> of changes (or not) in this question.
5	<b>A fully balanced perceptive answer</b>	20	Comprehensive response in which arguments are well supported by concepts and evidence to reach a strongly justified conclusion

A mark should be given for AO2 - 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 too seriously, there may be serious lapses of grammar and spelling <b>OR</b> 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 23 marks