

Mark Scheme (Results) January 2008

GCE

GCE General Studies (6453) Paper 1

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Section A - all questions examine AO1

Students should be able to demonstrate relevant knowledge and understanding with application to a range of issues, using skills from different disciplines.

Question Number	Answer	Mark
1(a)	C 51 600 (only answer)	(1)

Question Number	Answer	Mark
(b)	E increased by 97.1% (only answer)	(1)

Question Number	Answer	Mark
(c)	E 1 890 000 (only answer)	(1)

Question Number	Answer	Mark
(d)	B between 21 000 and 25 000 (only answer)	(1)

Question Number	Answer	Mark
(e)	<p>1 mark for each reason to a maximum of 2 marks. Each reason needs to be distinctively different.</p> <p>The following would be acceptable:</p> <ul style="list-style-type: none"> • More women prefer to focus on careers rather than children. • University education and greater equality in the workplace may mean women are less inclined to have children at all. • University education and greater equality in the workplace may mean they have children later in life. • Marriage and children are less of an automatic choice for women than previously. • More fashionable in the past to marry and have children. • More women choose same-sex relationships or else prefer not to live in a relationship at all. • Wider availability and use of contraception. • Availability of abortion - reduce unplanned pregnancies. • Fewer conventional families - more couples only. • More unstable relationships - more divorce. • More women independent than in the past (increased freedom to choose). • Prohibitive cost of rearing children. 	(2)

Question Number	Answer	Mark
2(a)	E 2001, 2003, 2004	(1)

Question Number	Answer	Mark
2(b)	C £15,000	(1)

Question Number	Answer	Mark
2 (c)	B £5,000 deficit	(1)

Question Number	Answer	Mark
2 (d)	<p>1 mark for each factor given without some brief development (maximum 4 marks for 4 such responses). 2 marks for each factor given with some development. So marks awarded can be as follows: 4×1 2×2 (1+1 and 1+1) 1+2+1 2+1+1 1+1+2</p> <p>Factors such as the following are acceptable:</p> <ul style="list-style-type: none"> • How much income/revenue needs to be raised. • How much profit is to be made (eg to cover costs). • Sense of demand - what price will maximise earnings? Many more people will probably come at £1 a time than £3. By reference to what people can afford/are prepared to pay. • School may want to set a tone of social exclusiveness but will such an approach bring enough revenue? • What competition is there? If there are other swimming pools in the area (in residents own houses or at leisure centres or hotels) too high a charge may put off potential users. • What is the size/capacity of the pool? There is no point attracting lots of people if there isn't enough room to accommodate them • A focus on those who can afford to swim - question of affordability. • Concessions for children and older people. • Costs to cover. • Differential pricing e.g. off-peak / school holidays. <p>E.g. For <u>1 mark</u>, set the charge so that people can afford it. <u>2 marks</u>, set the charge so that people can afford it. Too high a charge may prevent many people (especially low earners) taking advantage of this service.</p> <p><u>NOTE</u> No marks for mentioning length of time in pool.</p>	(4)

Question Number	Answer	Mark
3	<p>1 mark for each example of a crime without explanation up to a maximum of 2 marks.</p> <p>1 mark for each brief explanation up to a maximum of 2 marks. (The explanation if relevant, may be similar to support 2 different reasons).</p> <p>Plausible examples would be (this is not an exhaustive list):</p> <ul style="list-style-type: none"> • speeding • possession of drugs • fraud • rape • domestic abuse • vandalism • graffiti • muggings • gang crime • petty theft (gardens) • pick pockets • shop lifters • racial abuse <p style="text-align: center;"><u>DO NOT ACCEPT MURDER</u></p> <p><u>Explanations</u> could be:</p> <ul style="list-style-type: none"> • <u>fear of reprisal</u> - domestic abuse, violent crime, rape, gangs. • <u>who knows?</u> - ie: who would report speeding drivers, drug users? • <u>too trivial</u> too much bother to report minor theft from a shop. • <u>no confidence</u> in Police or odds of catching the criminal. • <u>complexity/confidentiality</u> - business unaware or unwilling to acknowledge crime. 	(4)

Section B

Question Number	Answer	Mark
4(a)	<p>1 mark for giving a reason for the statement being an opinion such as:</p> <ul style="list-style-type: none"> • it might not be generally agreed • some people might not know • there is no factual evidence/or proof for this statement/not true. • It is a generalisation. 	(1)

Question Number	Answer	Mark
4(b)	<p>1 mark for giving a reason such as:</p> <ul style="list-style-type: none"> • It can be tested/verified/proved. • Evidence can be established / it has been published. • It is from a study/objective information. 	(1)

Question Number	Answer	Mark
4(c)	<p>Accept <u>any</u> extracts from lines 3 - 5 which are located within the passage: "A study by the Fabian Society argues that the government's decision in 1999 to put a floor under the pay of the poor and the exploited has been a success. Fears of lost jobs have proved groundless - there are more jobs now in the low-wage sectors than there were then".</p> <p><u>The extract does not have to include all of the passage in lines 3 - 5.</u> E.g. "Fears of lost jobs have proved groundless", line 4 is acceptable as is "There are more jobs now in the low-wage sectors than there were then", line 5.</p> <p>OR</p> <p>Accept <u>any</u> extracts from lines 7 - 10 which are located within the passage: "David Metcalf from the London School of Economics ridicules such claims as the biggest laugh of the lot; he argues that unlike an individual suspected of social security fraud, a firm failing to comply with the NMW is not taken to court but simply told to pay back arrears. So, far from being an awful burden on Britain's employers, this plainly leans towards leniency not red tape". <u>The extract does not have to include all of the passage in lines 7 - 10.</u></p> <p>E.g. "David Metcalf from the London School of Economics ridicules such claims as the biggest laugh of the lot", lines 7 - 8 is acceptable as is, "He argues that unlike an individual suspected of social security fraud, a firm failing to comply with the NMW is not taken to court but simply told to pay back arrears", lines 8 - 9 as is, "So, far from being an awful burden on Britain's employers, this plainly leans towards leniency not red tape", lines 9 - 10.</p> <p><u>NOTE:</u> If appropriate words are produced, line numbers are <u>not</u> required.</p>	(1)

Question Number	Answer	Mark
4(d)	<p>For 1 mark, answers should say that for a statement to be a belief, it must be believed by someone. We have no evidence that this is the case here. Indeed the writer claims the opposite is true. Such comments as the following are acceptable:</p> <ul style="list-style-type: none"> • If no-one believes the statement it is not a belief. • People believe the gap is <u>not</u> closing therefore this statement is not a belief. • The statement is followed by - but does anyone really believe it? • There is evidence in the passage that the gap has <u>widened</u>. • The writer clearly questions the statement rather than believes it. • The writer expresses doubt and uncertainty about the statement - thus it is not a belief. (Allow it gives doubt by using the word maybe). • There may be evidence that the pay gap is closing so it is not a belief. 	(1)

Question Number	Answer	Mark
4(e)	<p>1 mark for either an accurate definition of a deductive argument or an argument from analogy.</p> <ul style="list-style-type: none"> • E.g. a type of argument where if the premises are true and there is good argument then the conclusion must be true (from the general to the particular). • E.g. an argument from analogy is one which rests on the premise that something is somehow similar to something else and the idea that things that are similar in one way will be somehow similar in the other. <p>Award a second mark <u>only</u> if there is some reference to the characteristics / weaknesses of an argument from analogy or the relative strengths of a deductive argument. E.g:</p> <ul style="list-style-type: none"> • So the parallels set in an analogous argument may not be relevant or pertinent to all situations, and hence there will not be certainty as in a deductive argument, which is true in all circumstances. <p>Such arguments are stronger than arguments from analogy because these are like similes, setting parallels which may or may not be pertinent or relevant (or similar) - but certainly involving no certainty.</p>	(2)

Question Number	Answer	Mark
4(f)	<p>Candidates can gain up to 2 marks for their discussion of evidence and up to 2 marks for their discussion of argument.</p> <p>There is inductive argument and argument from authority here - but neither of these is necessarily conclusive. The passage produces arguments and evidence about how the pay of rich and poor alike is advancing at a faster rate than inflation but these do not effectively clinch or confirm the idea that 'the gap between rich and poor has not been closed' any more than the claim in the title 'Minimum wage fails to close pay gap' is conclusively demonstrated. Marks should be awarded as follows:</p> <p><u>Discussion of argument</u></p> <p>a simple link established between argument and conclusion (1 mark)</p> <p>To get 2 marks: a more developed critical discussion of linkages between arguments and conclusion (eg types of argument may be mentioned or some detailed specific references to arguments in the passage).</p> <p><u>Discussion of evidence</u></p> <p>a simple link established between evidence and conclusion (1 mark)</p> <p>To get 2 marks: a more developed critical discussion of linkages between evidence and conclusion (eg distinctions between facts and opinions as evidence or effective use and discussion of evidence in the passage).</p>	(4)

AO2 Mark Scheme		
A mark should be given for the level of written communication using these level guidelines:		
Notes:		
The AO2 mark is not dependant on the AO4 mark		
Level	Mark	Descriptor
Level 3	3 marks (above average)	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.
Level 2	2 marks (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.
Level 1	1 mark (below 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.
Level 0	0 marks (exceptionally poor)	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).

Section C

AO2 Mark Scheme

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.

Marks for section C should be awarded according to A03 and A02 level descriptors

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.

Q5

Level	Mark	AO3 level criteria / Indications of level for this question
Level 0	0	Irrelevant or facetious answer.
Level 1	1	<p>Partial and inconclusive answer Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit</p> <p><i>Candidates may write in general terms about the political parties without addressing the specific question set. Supporting evidence will be almost missing and the answer will be largely assertive and possibly prejudiced.</i></p>
Level 2	2-6	<p>Superficial or formulaic answer with a simple conclusion. 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</p> <p><i>The evidence will be limited and be unsupported, with much personal opinion expressed and relate to only parts of the question. E.g. a focus on the role of political parties and their impact. Answers at this level may demonstrate ill-informed prejudice. Conclusions are likely to be personal responses to the issue rather than developed from arguments for and against the view in the question.</i></p>
Level 3	7-11	<p>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints. Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.</p> <p><i>Here 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 focuses almost exclusively on political party differences.</i></p>
Level 4	12-16	<p>A developed answer which examines coherently, and in a more balanced way, two sides of the question. 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)</p> <p><i>Candidates demonstrate a clear understanding of the issues raised in the question and will develop a balanced and comprehensive treatment of these issues. In the stronger answers to this question, candidates may well make reference to such concepts as;</i></p> <ul style="list-style-type: none"> ▪ <i>The activity of political parties in a democracy</i> ▪ <i>Ideological conflict within and between parties - left and right e.g. Europe, grammar schools, Blair vs. Brown</i> <p><i>The notion of a political party being " broad church"</i></p>
Level 5	17	<p>A fully balanced perceptive answer Comprehensive response in which arguments are well supported by concepts and evidence to reach a strongly justified conclusion</p>

Q6

Level	Mark	A03 level criteria / Indications of level for this question
Level 0	0	Irrelevant or facetious answer
Level 1	1	<p>Partial and inconclusive answer Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit</p> <p><i>Candidates may write in general terms about young people without addressing the specific question set. Supporting evidence will be almost missing and the answer will be largely assertive and possibly prejudiced.</i></p>
Level 2	2-6	<p>Superficial or formulaic answer with a simple conclusion 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</p> <p><i>The evidence will be limited and be unsupported, with much personal opinion expressed and relate to only parts of the question. E.g. a focus on young people and their preferences. Answers at this level may demonstrate ill-informed prejudice. Conclusions are likely to be personal responses to the issue rather than developed from arguments for and against the view in the question.</i></p>
Level 3	7-11	<p>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints. Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.</p> <p><i>Here 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 focuses almost exclusively on say the role and activity of the media and advertisers with little or no connection to the interests and choices of young people.</i></p>
Level 4	12-16	<p>A developed answer which examines coherently, and in a more balanced way, two sides of the question. 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)</p> <p><i>Candidates demonstrate a clear understanding of the issues raised in the question and will develop a balanced and comprehensive treatment of these issues. In the stronger answers to this question, candidates may well make reference to such concepts as;</i></p> <ul style="list-style-type: none"> ▪ <i>The power and impact of marketing/advertising</i> ▪ <i>Fashion - demand or supply?</i> ▪ <i>Opportunities for young to express interests and choices</i> ▪ <i>What is meant by the youth market?</i> ▪ <i>Companies produce for profit but it can be argued that innovative products in fact do satisfy demand of youth (R&D).</i>
Level 5	17	<p>A fully balanced perceptive answer Comprehensive response in which arguments are well supported by concepts and evidence to reach a strongly justified conclusion</p>

Q 7

Level	Mark	AO3 level criteria / Indications of level for this question
Level 0	0	Irrelevant or facetious answer.
Level 1	1	<p>Partial and inconclusive answer Selects and marshals a limited range of evidence relevant to the question, but with NO CONCLUSION either implied or explicit</p> <p><i>Candidates may write in general terms about terrorist acts without addressing the specific question set. Supporting evidence will be almost missing and the answer will be largely assertive and possibly prejudiced.</i></p>
Level 2	2-6	<p>Superficial or formulaic answer with a simple conclusion 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</p> <p><i>The evidence will be limited and be unsupported, with much personal opinion expressed and relate to only parts of the question. E.g. the need for increased security to protect the public. Answers at this level may demonstrate ill-informed prejudice. Conclusions are likely to be personal responses to the issue rather than developed from arguments for and against the view in the question.</i></p>
Level 3	7-11	<p>An answer which develops mainly one viewpoint, but which may refer briefly to other viewpoints. Selects and interprets a moderate range of specific evidence, and uses it to draw a justified conclusion.</p> <p><i>Here 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 focuses almost exclusively on the increase in terrorist acts and measures to prevent such unlawful activity.</i></p>
Level 4	12-16	<p>A developed answer which examines coherently, and in a more balanced way, two sides of the question. 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)</p> <p><i>candidates demonstrate a clear understanding of the issues raised in the question and will develop a balanced and comprehensive treatment of these issues. In the stronger answers to this question, candidates may well make reference to such concepts as;</i></p> <ul style="list-style-type: none"> ▪ <i>The notions of civil liberties and human rights (terrorists as well as potential victims)</i> ▪ <i>The political conflict between individual freedom and collective security</i> ▪ <i>The issue of length of detention without charge</i>
Level 5	17	<p>A fully balanced perceptive answer Comprehensive response in which arguments are well supported by concepts and evidence to reach a strongly justified conclusion</p>

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

AO2: 3 Marks
(Total Section C 20 marks)