

Mark Schemes for the Components

June 2006

1990/MS/R/06

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GCSE Sociology (1990)

MARK SCHEMES FOR THE UNITS

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Mark Scheme 1990/01
June 2006

SECTION A – POWER AND CITIZENSHIP

- 1 (a) From the evidence in Source A, give two suggestions made by the researchers. [2]

Target: Assessment Objective 2 (2 marks)

Two from:

- Allowing more people to vote by post
- Making voting compulsory, forcing all British citizens to vote
- Allowing people to vote over the internet
- Using mobile voting stations that would travel the country.

AO2/Level 1: one finding identified. [1]

AO2/Level 2: two findings identified. [2]

- 1 (b) Source B is an example of evidence gathered from an experiment. [6]
Using two examples, describe what is meant by an experiment.

In using two examples, candidates may refer to two types of experiments, to describe what experiments are or two examples of experiments.

Targets: Assessment Objectives 1 (4 marks) and 2 (2 marks).

An experiment is a study under controlled conditions. Cause and effect can be established because all factors remain the same in each condition except for the addition of one factor (called the independent variable) which one group receives and not the other. In this experiment the factor that was changed was the positive and negative newspaper article about Labour. The experimenters wanted to test to see if the newspaper articles affect people's voting behaviour.

AO1/Level 1: Candidate reveals a limited understanding of the method and explains with some lack of clarity. Typically answers will offer a list of examples with no core meaning evident. [1]

AO1/Level 2: Candidate reveals a basic understanding and describes the method. Typically answers will offer a definition that is not clear or no examples. [2-3]

AO1/Level 3: Candidate reveals a good understanding and clearly describes the method. Typically answers will give a clear definition with examples. [4]

AO2/Level 1: Candidate uses one example to support explanation. [1]

AO2/Level 2: Candidate uses two examples to support explanation. [2]

- 1 (c) Identify and describe two reasons why the evidence in Source B might not be accurate. [6]

Target: Assessment Objectives 1 (3 marks) and 2 (3 marks).

The study in this particular case might not be accurate because:

Two from:

- The sample size was very small (therefore not representative)
- The sample was not representative (of gender and age)
- Inexperienced researcher – could contain mistakes
- 2002 – out of date
- May contain errors/mistakes in compilation
- May contain bias in collection of evidence and/or bias in analysis and interpretation
- Sample unrepresentative (age, gender)
- People's stated intention of voting might be different when it comes to vote
- The researcher did not establish who the sample would vote for *before* the experiment
- People might change their behaviour in an experiment to live up to the aim of the research
- People might have been embarrassed to give a true answer about their voting behaviour
- Other reasonable response.

AO1/Level 1: Candidate reveals a limited understanding of the method/evidence and explains with some lack of clarity. *Typically answers will be based on common sense or lack of any core understanding of the method/evidence.* [1]

AO1/Level 2: Candidate reveals a basic understanding of the method/evidence. *Typically answers will show some knowledge of the method/evidence but will lack clarity* [2]

AO1/Level 3: Candidate reveals a good understanding of the method/evidence. *Typically answers will be based on sociological knowledge.* [3]

AO2/Level 1: Candidate **partially** identifies **one or two** reasons why this type of evidence may not be reliable or accurate but not clearly explained or related to the source. [1]

AO2/Level 2: Candidate **clearly** identifies **one** reason why this type of evidence may not be reliable or accurate and relates this to the evidence in the source. [2]

AO2/Level 3: Candidate **clearly** identifies **two** reasons why this type of evidence may not be reliable or accurate and relates these to the evidence in the source. [3]

1 (d) How useful is Source C as evidence of the experience of all voters? [6]

Target: Assessment Objectives 1 (3 marks) and 2 (3 marks).

NB: No credit to be given for answers that state that this source is useful as this is a question about generalisability

The main areas of discussion/issues:

- Sample size – only 1 person
- Sample age – old
- Sample sex - man
- Nature of the evidence – are people more likely/less likely to tell the truth to a researcher they do not know?
- Source of the evidence - survey carried out in 2000. Voting patterns might have changed since then
- Study relied on memory of voting behaviour– retrospective bias (inaccurate recall of the past)
- Other reasonable response.

AO1/Level 1: Candidate reveals a basic understanding of the method/sampling/source. *Typically answers will lack clarity.* [1]

AO1/Level 2: Candidate reveals a basic understanding of the method/sampling/source. *Typically answers will have partial clarity.* [2]

AO1/Level 3: Candidate reveals a good understanding of the method/sampling/source. *Typically answers will have clear ideas.* [3]

AO2/Level 1: Candidate evaluates area/s with limited explanation. [1]

AO2/Level 2: Candidate evaluates area/s with some explanation. [2]

AO2/Level 3: Candidate evaluates area/s with good explanation. [3]

- 1 (e) 'Young people are less interested in politics than old people.'
Describe and explain the methods and evidence sociologists could use to test this claim. [10]

Target: Assessment Objectives 1 (5 marks) and 2 (5 marks).

Candidates may identify the following:

- Aspects to measure / operationalise are:
'Young' and 'old' people
'Interest' – Voting? Participation in a pressure group? Knowing about political party policies?
- Other reasonable response.

Possible methods:

- Interviews
- Questionnaires
- Observation
- Participant observation
- Experiments
- Case studies
- Other suitable response.

Possible types of evidence:

- Official and other statistics – voting patterns from previous elections.
- Previous sociological and other research
- Media material
- Documentary evidence
- Diaries
- Other suitable response.

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding of area of social life and limited methods/sources of evidence. [1]

AO1/Level 2: Candidate reveals basic knowledge and understanding of area of social life and one or more methods/sources of evidence. [2-3]

AO1/Level 3: Candidate reveals good knowledge and understanding of area of social life and a range of methods and sources of evidence, primary and secondary. [4-5]

AO2/Level 1: Candidate selects some methods and sources of evidence but these are implicit and not explained clearly. [1]

AO2/Level 2: Candidate makes a clear connection between the selection of methods and sources of evidence and the aim of the investigation but there is little reasoned explanation. [2-3]

AO2/Level 3: Candidate explains the selection of methods and sources of evidence in relation to the aim of the investigation. [4-5]

[Total mark for Question 1: 30]

Below is the question specific mark scheme for all section B and section C questions

SECTION B – FAMILY AND IDENTITY –

2 (a) Identify and describe two types of family. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Nuclear
- Extended
- Lone Parent
- Cohabiting
- Reconstituted
- Any other clearly identifiable family type.

2 (b) Using examples, describe different ways family relationships might be unequal. [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidates may focus on: inequality between partners, between parents and children, between siblings, between different generations and between different family types.

Candidate may identify and describe the following aspects of the process:

- Distribution of income within the family might be unequal
- Ethnic minorities differential treatment of gender
- Older/younger siblings given different responsibilities/freedoms
- One person might make all/most of the key decisions
- Domestic violence is a sign of inequality
- Child abuse is a sign of inequality
- Lack of status for the homemaker is a sign of inequality
- Other reasonable response.

- 2 (c) **'The main function of the family is to socialise children.'**
Evaluate the arguments for and against this statement.

[10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Children experience families for some time before any other agencies can influence them so the socialisation role is very important
- Learning appropriate norms and values is important e.g. to reduce crime
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Economic role
- Emotional stability role
- Reproduction role
- Sexual regulation of relationships
- Increasingly other agencies perform this function as more mothers are working
- Critical views of the family
- Other reasonable arguments.

[Total mark for Question 2: 25]

SECTION C - CRIME, DEVIANCE AND SOCIAL CONTROL**3 (a) Identify and describe two agencies of social control. (6)**

Target: Assessment Objective 1 (6 marks).

Two from:

- Family
- School
- Media
- Workplace
- Peer group
- Religion
- Police
- Army
- Other reasonable response.

3 (b) Using examples, explain why people might not report crime. [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may identify and describe the following aspects of the process:

- Too trivial (wallet stolen with very little money inside)
- Victim being scared to report the crime
- No apparent victim (e.g. vandalism)
- Crime not detected (no crime realized)
- Regional differences in police recording and prioritizing of crime
- Police discretion
- Police labeling and/or targeting
- Some crimes are harder to detect than others eg white collar crime
- Other reasonable response.

**3 (c) 'The people most likely to break the law are young men.'
Evaluate the arguments both for and against this statement. [10]**

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

An imbalanced answer is acceptable for this question.

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Statistics show that the young and men commit most crime
- Young girls have less opportunity to commit crime due to higher levels of parental control
- Young people are more influenced by peer pressure
- Men have more opportunity
- Young have fewer responsibilities so punishments are less effective
- Young (men) drink more alcohol
- Any other reasonable response.

Arguments and evidence **against** the statement:

- Women might commit as much crime but they might be given cautions and not prosecuted
- Older people might commit more crime but are more successful at avoiding arrest
- Older people might commit more white collar crime
- Police labelling/targeting of young males
- Media representations of criminals affecting public perception
- Any other reasonable response.

[Total Mark for Question 3: 25]

- 4 (a) **Identify and describe two reasons why the crime rate might be increasing.**
[6]

Target: Assessment Objective 1 (6 marks).

Two from:

- More police to detect crime
- People encouraged to report more crime
- CCTV detecting more crime
- More crime occurring
- Influence of the media – tv violence, rap music, gun/knife culture – increased awareness of anti-social behaviour
- Government putting more money into fighting crime
- ‘Soft’ punishments – not deterring criminals
- Decreasing levels of social control in society eg families and schools
- Any other reasonable response.

- 4 (b) **Using examples, describe why poor people are convicted of more crime than richer people.** [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidates can take the view that the working class do commit more crime than the middle class or they don't commit more crime they are just convicted of more crime.

The candidate may describe the following reasons why poor people commit more crime:

- Different norms and values
- Higher rates of alcohol consumption leading to violence crime
- Police more likely to be present in w/c areas
- More likely to be prosecuted by the police than cautioned
- More ‘need’ to steal if poorer
- More ‘peer’ group pressure on m/c not to steal.
- Other reasonable response.

- 4 (c) **‘The best way of reducing crime is to give criminals longer prison sentences.’**
Evaluate the arguments both for and against this statement. [10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Longer sentences might make people think before they commit a crime
- A longer sentence for somebody that keeps committing crime will reduce the amount of crime as they will be off the streets for longer.
- Gives people more time to think about what they have done and decide to change.
- Other reasonable arguments

Arguments and evidence **against** the statement:

- People go to prison for life already and that does not stop them committing the crime.
- People might resent the time in prison and end up more violent when they are released
- Gives people longer to learn how to be a criminal from the other prisoners.
- Better education or primary socialisation will reduce crime
- Long sentences are quite often overturned eg due to good behaviour.
- Other reasonable arguments

[Total marks for Question 4: 25]

SECTION C - PROTEST AND SOCIAL MOVEMENTS**5 (a) Identify and describe two social movements. [6]**

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Two from:

- Environmental
- Women's
- Human rights
- Religious movements
- Civil rights
- Other reasonable response.

If the candidate uses examples of protest movements they should be rewarded for this as the two types of movements (social and protest) are not mutually exclusive thus answers might also include:

- Animal Rights
- Poll Tax
- Anti-Capitalist protest groups (Rage against Capitalism)
- Plus a range of single issue pressure groups
- Other reasonable response.

5 (b) Using examples, describe the reasons why social movements develop. [9]

Target: Assessment Objective 1 (7 marks) and 2 (2 marks).

The candidate may identify and describe the following aspects of the process:

Factors which have led to the development of social movements include:

- Disillusionment with the choice of ideologies offered by traditional political parties
- The growth of a new middle class
- Disillusionment with the ability of the state to distribute welfare
- Being ideologically distinct: a move away from old class-based movements
- Embracing social difference and diversity
- Responding to contemporary issues, such as risk, pollution etc
- Poverty might make people seek a group in a similar situation (support)
- Feel powerless and so wish to become more influential
- Wish to join a groups with the same beliefs and lifestyle
- Other reasonable response.

**5 (c) 'Social movements have been very successful in changing society.'
Evaluate the arguments for and against this statement. [10]**

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate only one social movement to gain full marks. Aspects of the statement that might be discussed include:

Arguments and evidence **for** the statement:

- Legislation has changed e.g. made pay between men and women fairer
- Position of people has changed e.g. status of women, ethnic groups
- Changed attitudes towards women (acceptable to behave in similar way as men – drinking, smoking, breadwinner)
- Views of social movements are being represented in political parties (e.g. more women and ethnic minorities being encouraged to be MPs)
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Legislation has not necessarily dealt with inequality (e.g. in pay and employment for women)
- Attitudes have not changed for all people (e.g. still racism and sexism)
- Powerful political parties still dominate so social movements are not powerful groups
- Other reasonable arguments.

[Total marks for Question 5: 25]

6 (a) Identify and describe two protest groups. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Animal Rights
- Poll Tax
- Anti-Capitalist protest groups (Rage against Capitalism)
- Plus a range of single issue pressure groups
- Other reasonable response.

If the candidate uses examples of social movements they should be rewarded for this as the two types of movements (social and protest) are not mutually exclusive thus answers might also include:

- Environmental
- Women's
- Human Rights
- Religious movements
- Civil Rights
- Other reasonable response.

Candidates should be rewarded for using examples of social movements (given these can be seen to protest in the same way as protest movements) these might include:

- New age travellers
- The green movement (eco-warriors)
- Gay and Lesbian movement
- The peace movement
- Other reasonable response.

6 (b) Using examples, describe how protest groups achieve their aims. [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidates may identify and describe the following aspects of the process:

- Legal methods to raise awareness of an issue e.g. letters to MPs
- Other legal methods such as legitimate strike action
- Illegal methods to raise awareness e.g. riots
- Methods that help influence voting decisions at a local or national level
- Other reasonable response.

- 6 (c) **‘Protest groups make society more democratic.’**
Evaluate the arguments for and against this statement.

[10]

Target: Assessment Objectives 1 (6 Marks) and 2 (4 Marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- People that belong to pressure groups might have their voices heard
- Protest groups can change decisions
- Protest groups can consist of the least powerful people
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- People that join pressure groups might be more educated and powerful already
- Protest groups might reduce democracy as those not in a protest group might have their voice go unheard
- Some people have more resources and connections and so they will be more influential
- Other reasonable arguments.

SECTION C – RELIGION

- 7 (a) **Identify and describe two reasons why some religious movements have grown.** [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Growing numbers of ethnic minorities
- Celebrity links with some religious movements
- Disillusioned with scientific explanations for life
- Increasing contact with religious media e.g. Christian T.V.
- Increasing need for religion in an 'uncertain' world
- Other reasonable response.

- 7 (b) **Using examples, describe why church membership is declining in the UK.** [9]

Target: Assessment Objectives 1 (7 Marks) and 2 (2 Marks).

Candidate may identify and describe the following patterns of religious diversity:

- People turning to leisure activities e.g. shopping
- Churches tend not to move with the times/appeal to young people
- Growing number of alternative religions/new religious movements
- People might worship at home
- Use media to worship (Christian T.V.)
- Church not required for social support in the same way as in the past (free/cheap church schools)
- Secularisation
- Other reasonable response.

- 7 (c) **'The most accurate way of measuring if someone is religious is to ask them if they believe in a God.'**
Evaluate the arguments for and against this statement. [10]

Target: Assessment Objectives 1 (6 Marks) and 2 (4 Marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Objective measure
- Belief in a God is the most accurate measure of whether someone is religious as some people believe without attending a church
- Can be compared over the years
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Analysing church attendance figures is more accurate
- Some religions may worship more than one God
- Asking people if they believe in a God may not be accurate as people may lie
- Other reasonable arguments.

[Total mark for Question 7: 25]

8 (a) Identify and describe two types of religious movements (or organisations). [6]

Target: Assessment Objective 1 (6 Marks).

Two from:

- Sect
- Church
- Denomination
- New religious movement
- Other reasonable response (e.g. Cult).

8 (b) Using examples, describe why people might join a religious movement (or organisation). [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may identify and describe the following:

- Coercion
- Answers individual needs e.g. lonely
- Somebody wishes to make a contribution to society
- People might show their independence
- A search for spiritual experience
- Family pressure
- Celebrity/media influence
- A sense of individual self-development / self-improvement
- Offers stability in a person's life
- Other reasonable response.

8 (c) 'The U.K. has become a secular society.'
Evaluate the arguments for and against this statement. [10]

Target: Assessment Objectives 1 (6 Marks) and 2 (4 Marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Fewer people joining/going to churches
- Fewer believe in God
- More faith in science than in religion
- Church is less influential than in the past
- An increase in non-religious ceremonies eg civil wedding ceremonies
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Religious TV channels growing
- Increasing membership of ethnic minority religions and of new religious movements
- Increasing membership new religious movements
- People still have religious weddings etc
- Church still involved in society e.g. religious schools
- Increasing number of religious schools
- Other **reasonable** arguments.

[Total mark for Question 8: 25]

[Total mark: 80]

The following Mark Scheme relates generically to Section B and Section C questions.
**FOUNDATION MARK SCHEME PAPERS 1 & 2 – GENERIC PART B
 AND C**

(a) Target : Assessment Objective 1 (6 marks)

Three marks available for each feature identified and described awarded according to the levels below:

- AO1/Level 1:** Candidate reveals limited knowledge and understanding. *Typically answers will be based on common sense ideas.* **(1)**
- AO2/Level 2:** Candidate reveals basic knowledge and understanding. *Typically answers will include implicit sociological ideas.* **(2)**
- AO3/Level 3:** Candidate reveals good knowledge and understanding. *Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* **(3)**

(b) Target: Assessment Objectives 1 (7 marks) and 2 (2 marks)

Answers may look at one aspect in depth or several aspects with breadth.

AO1/Level 1: Candidate reveals limited knowledge and partial understanding; some explanation of aspects of the process; only supported by limited example with some lack of clarity. *Typically answers will be based on common sense ideas.* **(1-2)**

AO2/Level 2: Candidate reveals basic knowledge and understanding; usually some description of aspects of the process will be included, supported by examples. *Typically answers will include implicit sociological ideas.* **(3-5)**

AO3/Level 3: Candidate reveals good knowledge and understanding; usually some description of aspects of the process supported by several examples; reveals some understanding of the main links between structures, processes and issues. *Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* **(6-7)**

AO2/Level 1: Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity. **(1)**

AO2/Level 2: Candidate uses a range of information and evidence to construct and support arguments that are mainly clear. **(2)**

(c) Target : Assessment Objectives 1 (6 marks) and 2 (4 marks)

AO1/Level 1: Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence. *Typically answers will be based on common sense ideas.* **(1-2)**

AO1/Level 2: Candidate reveals basic knowledge and understanding; some discussion of aspects of the issue supported by some evidence and information. *Typically answers will include implicit sociological ideas.* **(3-4)**

AO1/Level 3: Candidate reveals good knowledge and understanding; discussion of several aspects of the issue supported by relevant evidence and information; reveals understanding of the main links between structures, processes and issues. *Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* **(5-6)**

AO2/Level 1: Candidate uses limited information in a simple manner to make some limited points or arguments that lack clarity; there is little attempt to explicitly evaluate the argument. *Typically answers will implicitly evaluate at least one point.* **(1)**

AO2/Level 2: Candidate uses basic information to make some points or arguments that still may lack clarity; there is an attempt to evaluate but the debate may not be totally relevant. *Typically answers will try to make a debate.* **(2)**

AO2/Level 3: Candidate uses some information and evidence to construct and support arguments in relation to the issue; the argument is evaluated simply; meaning is generally clear. *Typically answers will discuss the debate either narrowly or simply.* **(3)**

AO2/Level 4: Candidate uses a range of good information and evidence to construct and support arguments and conclusions in relation to the issue; the argument is evaluated in a balanced way and meaning is clear. *Typically answers will be in essay format (no subtitles) and may offer a conclusion.*

Mark Scheme 1990/02
June 2006

SECTION A – EDUCATION

- 1 (a) From the evidence in Source A, give the **two** main functions of a school according to parents.

Target: Assessment Objective 2 (2 marks).

Two from:

- To learn knowledge
- To get skills needed for later in life
- Other reasonable response/interpretation

AO2/Level 1: One reason identified. [1]

AO2/Level 2: Two **reasons** identified. [2]

- (b) **Source B** is based upon evidence gathered from a questionnaire. Using **two** examples, describe what is meant by a questionnaire. [6]

Targets: Assessment Objectives 1 (2 marks) and 2 (2 marks).

A questionnaire is where the researcher decides on a list of questions to ask people. These are usually posted, done via the internet or done face to face. [6]

AO1/Level 1: Candidate reveals a basic or partial understanding of the term and explains with some lack of clarity. [1]

AO1/Level 2: Candidate reveals a sound understanding and explains the term. [2-3]

AO1/Level 3: Candidate reveals a good understanding and clearly explains the term. [4]

AO2/Level 1: Candidate uses an example to support explanation. [1]

AO2/Level 2: Candidate uses several examples aptly to support explanation. [2]

- (c) **Source B** is an example of evidence gathered from a *questionnaire*. Describe **two** reasons why the evidence in Source B might not be accurate. [6]

Target: Assessment Objectives 1 (3 marks) and 2 (3 marks).

Two from:

- The questionnaire may have been closed ended and thus results may not be a true reflection of how a student feels
- The questionnaire may have been completed in front of other peers, which may mean the student did not give a true response
- The questionnaire may have been done face to face and there may have been some interviewer effect
- There may be a low response rate (especially if the questionnaire was posted) and this may have given an inaccurate overall picture
- Other reasonable response.

AO1/Level 1:	Candidate reveals a basic or partial understanding of the method/evidence and explains with some lack of clarity.	[1]
AO1/Level 2:	Candidate reveals a sound understanding of the method/evidence.	[2]
AO1/Level 3:	Candidate reveals a good understanding of the method/evidence.	[3]
AO2/Level 1:	Candidate partially identifies one or two reasons why this type of evidence may not be reliable or accurate, but not clearly explained or related to the Source.	[1]
AO2/Level 2:	Candidate clearly identifies one reason why this type of evidence may not be reliable or accurate and relates this to the evidence in the Source.	[2]
AO2/Level 3:	Candidate clearly identifies two reasons why this type of evidence may not be reliable or accurate and relates these to the evidence in the Source.	[3]
(d)	How useful is Source C as evidence of the view of all teachers?	[6]

Target: Assessment Objectives 1 (3 marks) and 2 (3 marks).

There are three main areas of discussion/issues:

- Sample size – One teacher and a head teacher at that
- Nature of the evidence – Would a head teacher necessarily know the school in the same way a class room teacher would?
- Source of the evidence – This school is in Wales and therefore may not represent all other schools, i.e. private schools may be different

The candidate may identify the following areas of discussion/issues in evaluating the usefulness of the Source for generalising to all students in schools:

- Sample
- Nature of evidence
- Source of evidence
- Other reasonable response.

AO1/Level 1:	Candidate reveals a basic or partial understanding of the method/sampling/source and explains with some lack of clarity.	[1]
AO1/Level 2:	Candidate reveals a sound understanding of the method/sampling/ source.	[2]
AO1/Level 3:	Candidate reveals a good understanding of the method/sampling/source.	[3]
AO2/Level 1:	Candidate identifies one or more area without explanation.	[1]
AO2/Level 2:	Candidate clearly evaluates one area with explanation.	[2]
AO2/Level 3:	Candidate clearly evaluates two areas with explanation.	[3]

- (e) "Schools are very successful in preparing students for employment."

Describe and explain the methods and evidence sociologists could use to test this claim.

[10]

Target: Assessment Objectives 1 (5 marks) and 2 (5 marks).

Candidates may identify the following:

Aspects of social/school life:

- Opinions of teachers/staff/ex students/employers etc
- Secondary evidence: statistics on employment and qualifications; other sociological research i.e. Blundell, Marx etc
- Other reasonable response.

Possible methods:

- Interviews
- Questionnaires
- Observation
- Participant observation
- Experiments
- Case studies
- Other suitable response.

Possible types of evidence:

- Official and other statistics
- Previous sociological and other research
- Media material
- Documentary evidence
- Diaries
- Other suitable response.

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding of area of social life and limited methods/sources of evidence. [1]

AO1/Level 2: Candidate reveals basic knowledge and understanding of area of social life and several methods/sources of evidence. [2-3]

AO1/Level 3: Candidate reveals good knowledge and sound understanding of area of social life and a range of methods and sources of evidence, primary and secondary. [4-5]

AO2/Level 1: Candidate selects some methods and sources of evidence but these are implicit and not explained clearly. [1]

AO2/Level 2: Candidates makes a clear connection between the selection of methods and sources of evidence and the aim of the investigation but there is little reasoned explanation. [2-3]

AO2/Level 3: Candidate explains the selection of methods and sources of evidence in relation to the aim of the investigation. [4-5]

[Total mark for Question 1: 30]

Below is the question specific mark scheme for all section B and section C questions

SECTION B – WORK AND EMPLOYMENT

- 2 (a) Identify and describe **two** changes to the way people work. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Increase in flexi time
- Increase in part time
- Long hours culture
- Teleworking
- Mechanisation
- Automation
- Feminisation of the workforce
- Seating arrangements in the workplace
- Casualisation
- Increase in home working
- Other reasonable response.

- (b) Using examples, describe the different ways people gain satisfaction from their job. [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may describe the following aspects of the process:

- Intrinsic satisfaction (Creative enjoyment; helping others; satisfaction from doing the job well satisfaction from using their skills)
- Extrinsic satisfaction (Money; Benefits i.e. car/pension/health insurance)
- Social life (meeting and making friends)
- Status and a sense of identity
- Relief from boredom (of being unemployed)
- Other reasonable response.

- (c) 'Technological changes in the workplace are good for everyone.' Evaluate the arguments **for** and **against** this statement. [10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Reskilling
- Mass produced goods are cheaper and thus can be afforded by more people
- Leads to a rise in the standard of living
- Unpleasant jobs can be done by machines
- Goods and services may be improved removing the human error element
- New jobs have been created by the boom in the IT industry
- Developments in IT have allowed more working from home which has improved female working opportunities
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Deskillling and thus the monotony of tasks
- Alienation caused by mass production (lack of power, creativity, isolation)
- Teleworking heightens alienation etc and work can be overseen more lessening any social activity through work and increasing stress
- Disappearance of traditional crafts and industry
- Those not trained in IT are seriously disadvantaged in the job market (discrimination through age)
- Lack of human element for customers caused by teleworking
- Other reasonable arguments.

[Total mark for Question 2: 25]

SECTION C – THE MASS MEDIA

- 3 (a) Identify and describe **two** types of mass media

Target: Assessment Objective 1 (6 marks).

Two from:

- Radio
- Newspapers
- Television
- Magazines
- Cinema
- Books
- Other reasonable response.

- (b) Using examples, describe the different ways audiences use the mass media. **[9]**

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may describe the following aspects of the process:

- Gaining knowledge eg internet diagnosis
- Booking holidays
- Consumption i.e. E bay
- To socialise us
- Escapism
- To convince or advise us
- Other reasonable response.

- (c) 'The mass media has a powerful influence on people's behaviour.' Evaluate the arguments **for** and **against** this statement. **[10]**

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Media representation leading to labelling and possibly self fulfilling prophecy
- Representation of gender
- Representation of race
- Representation of age
- Advertising – tell us what to buy
- Social Control – tell us right from wrong i.e. soap operas baddies lose
- Creation of culture
- Creation of news/norm referencing/agenda setting
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Uses and gratifications model
- One of several agents of socialisation
- A secondary agent of socialisation, not primary
- Other reasonable arguments

[Total mark for Question 3: 25]

- 4 (a) Identify and describe **two** groups that might influence the content of the mass media.

Target: Assessment Objective 1 (6 marks).

Two from:

- Owners
- Editors
- Audience
- Government/Censorship
- Other reasonable response

- (b) Using examples, describe how the mass media are dominated by men. [9]

Target: Assessment Objectives 1 (7 Marks) and 2 (2 marks).

Candidate may describe the following aspects of the process:

- Lobban; Best – children’s books still contain traditional images of gender
- 1990 Cumberbatch – Broadcasting Standards Council on gender and advertising (found less women in adverts/voice over were more likely to be male/females in adverts were younger and attractive etc)
- Invisibility of women in world of sport (but changing)
- Abercrombie – soap operas for women about women
- Women use media differently (i.e. whilst doing something else)
- Men run the media and employ others
- Other reasonable response.

- (c) ‘The mass media present ethnic minorities in a negative way.’ Evaluate the arguments **for** and **against** this statement. [10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- 1996 survey found ethnic minorities only presented programmes in certain areas of the media (news, children’s programmes and educational programmes)
- Common stereotypes in the past included dangerous savage, noble savage, entertainer, devious villain (Blundell)
- Arab connection to terrorism
- News only seen in connection to immigrant numbers or crime and deviance
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Existence of ethnic minority presenters in news, children’s programmes etc
- Existence of ethnic minority in “everyday situations” i.e. soap operas
- Ethnic minority audiences and creation of programmes i.e. Goodness gracious me (Asian comedy programme)
- 1980’s multi cultural advertising became popular i.e. coca cola
- Other reasonable arguments.

[Total mark for Question 4: 25]

SECTION C – POVERTY

- 5 (a) Identify and describe **two** reasons why some people are poorer than others. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Low pay
- Part time work
- Unemployed
- Long term illness
- Single parent
- Their race, gender, class, age etc
- Other reasonable response.

- (b) Using examples, describe the different ways of measuring poverty. [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may describe the following aspects of the process:

- Absolute poverty
- Relative (subjective)
- Environmental (social exclusion)
- Townsend's deprivation index
- Other reasonable response

- (c) 'The main reason for being poor is the culture of poverty.' Evaluate the arguments **for** and **against** this statement. [10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Culture of poverty
- Unemployment due to refusal to work
- Cycle of deprivation
- Dependency culture
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Structural arguments i.e. Marxism
- Poverty trap
- Government policy i.e. freezing of child benefit, benefits too low
- Unemployment due to lack of jobs
- Minority group theory (Sexism/Racism/Ageism)
- Other reasonable arguments.

[Total marks for Question 5: 25]

- 6 (a) Identify and describe **two** explanations of poverty. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Culture of poverty
- Poverty trap
- Cycle of deprivation
- Dependency culture
- Social stratification and inequality
- Other reasonable response.

- (b) Using examples, describe the different ways of reducing poverty. [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may choose to focus on either personal responses and/or government responses. Candidates may describe the following aspects of the process:

- Welfare state
- Raise benefits
- Minimum wage
- Invest in education in poor areas, enabling the poor to help themselves
- Aiding people to know their entitlement (benefit)
- Taking out a loan
- Getting a second job
- Other reasonable response.

- (c) 'The worst effect of poverty is not having enough money'. Evaluate the arguments **for** and **against** this statement. [10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Low standard of living
- Cannot buy private education
- Cannot buy private health
- Cannot afford university
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Social exclusion
- Cultural deprivation in school
- Fatalism i.e. culture of deprivation etc
- Other reasonable arguments.

[Total mark for Question 6: 25]

SECTION C – CONTEMPORARY SOCIAL CHANGES

- 7 (a) Identify and describe **two** examples of the north/south divide. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Economic
- Job opportunities
- Housing market
- Unemployment rates
- Wages (inner London weighting etc)
- Health divide
- Poorer countries vs. Richer countries
- Life expectancy
- Literacy and education
- GNP
- Other appropriate response.

- (b) Using examples, describe the different causes of world poverty. [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may explain the following aspects of the process:

- Under development
- Population growth
- Increased international competition
- Political conflict and war
- Natural disasters
- Unequal global development
- Government policy
- Other reasonable response.

- (c) ‘Technological development is solving world poverty.’ Evaluate the arguments **for** and **against** this statement. [10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Technological advancement has led to a new market of employment increasing chances of reskilling
- Technological advancement through the internet has allowed small businesses to flourish
- Improved access to information may help the poor access better life chances i.e. qualifications
- Improved living standards
- Improved health and safety
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Poverty caused by technology leading to globalisation of industry allowing stronger nations to compete against smaller and less developed nations
- Internet access in some countries, yet not others has further disadvantaged some countries’ economy

- Globalisation and technological advancement has increased the ability of some to exploit others i.e. cheap labour in India for call centres
- Potential increased inequality and stratification
- Advances in warfare
- Advances in travel have led to more migration and refugees which may have increased poverty
- Deskilling
- Other reasonable arguments.

[Total mark for Question 7: 25]

- 8 (a) Identify and describe **two** problems caused by population changes. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Under development
- Population growth
- Increased international competition
- Political conflict and war
- Natural disasters
- Other reasonable response.

- (b) Using examples, describe different solutions to problems caused by population change. [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidates may describe the following ways:

- Poor health
- Starvation and malnutrition
- Lack of job opportunities
- Migration
- More refugees
- Conflict and war
- Need for international aid
- Economic depression
- Increased disparity in wealth and income
- Reduced social justice
- Political instability within and between nations
- Changes in stratification
- Other reasonable response

- (c) 'Each country is responsible for its own environmental problems.' Evaluate the arguments **for** and **against** this statement. [10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Size of problem
- Size of world population and lack of resources to give everyone the same lifestyle
- Power of wealthy nations to put own interests first and prevent change
- Difficulty of creating wealth and resources in some environments
- Political instability
- Economic instability
- Other reasonable response

Arguments and evidence **against** the statement:

- International aid
- Attempts to cooperate internationally e.g. United Nations
- Growth of world trade and interdependence
- Organisations that promote world economic growth
- Political and pressure group attempts to create fair trade etc
- Other reasonable arguments

[Total mark for Question 8: 25]

[Total mark: 80]

The following Mark Scheme relates generically to Section B and Section C questions.

FOUNDATION MARK SCHEME PAPERS 1 & 2 – GENERIC PART B AND C

(a) Target : Assessment Objective 1 (6 marks)

Three marks available for each feature identified and described awarded according to the levels below:

AO1/Level 1: Candidate reveals limited knowledge and understanding. *Typically answers will be based on common sense ideas.* **(1)**

AO2/Level 2: Candidate reveals basic knowledge and understanding. *Typically answers will include implicit sociological ideas.* **(2)**

AO3/Level 3: Candidate reveals good knowledge and understanding. *Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* **(3)**

(b) Target: Assessment Objectives 1 (7 marks) and 2 (2 marks)

Answers may look at one aspect in depth or several aspects with breadth.

AO1/Level 1: Candidate reveals limited knowledge and partial understanding; some explanation of aspects of the process; only supported by limited example with some lack of clarity. *Typically answers will be based on common sense ideas.* **(1-2)**

AO2/Level 2: Candidate reveals basic knowledge and understanding; usually some description of aspects of the process will be included, supported by examples. *Typically answers will include implicit sociological ideas.* **(3-5)**

AO3/Level 3: Candidate reveals good knowledge and understanding; usually some description of aspects of the process supported by several examples; reveals some understanding of the main links between structures, processes and issues. *Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* **(6-7)**

AO2/Level 1: Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity. **(1)**

AO2/Level 2: Candidate uses a range of information and evidence to construct and support arguments that are mainly clear. **(2)**

(c) Target: Assessment Objectives 1 (6 marks) and 2 (4 marks)

AO1/Level 1: Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence. *Typically answers will be based on common sense ideas.* **(1-2)**

AO1/Level 2: Candidate reveals basic knowledge and understanding; some discussion of aspects of the issue supported by some evidence and information. *Typically answers will include implicit sociological ideas.* **(3-4)**

AO1/Level 3: Candidate reveals good knowledge and understanding; discussion of several aspects of the issue supported by relevant evidence and information; reveals understanding of the main links between structures, processes and issues. *Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* **(5-6)**

AO2/Level 1: Candidate uses limited information in a simple manner to make some limited points or arguments that lack clarity; there is little attempt to explicitly evaluate the argument. *Typically answers will implicitly evaluate at least one point.* **(1)**

AO2/Level 2: Candidate uses basic information to make some points or arguments that still may lack clarity; there is an attempt to evaluate but the debate may not be totally relevant. *Typically answers will try to make a debate.* **(2)**

AO2/Level 3: Candidate uses some information and evidence to construct and support arguments in relation to the issue; the argument is evaluated simply; meaning is generally clear. *Typically answers will discuss the debate either narrowly or simply.* **(3)**

AO2/Level 4: Candidate uses a range of good information and evidence to construct and support arguments and conclusions in relation to the issue; the argument is evaluated in a balanced way and meaning is clear. *Typically answers will be in essay format (no subtitles) and may offer a conclusion.*

Mark Scheme 1990/03
June 2006

SECTION A – POWER AND CITIZENSHIP

- 1 (a) From the evidence in Source A, give two suggestions made by the researchers. [2]

Target: Assessment Objective 2 (2 marks)

Two from:

- Allowing more people to vote by post
- Making voting compulsory, forcing all British citizens to vote
- Allowing people to vote over the internet
- Using mobile voting stations that would travel the country

AO2/Level 1: **one finding identified.** [1]

AO2/Level 2: **two findings identified.** [2]

1(b) Source B is evidence gathered from *an experiment*

Identify and describe three reasons why the evidence in Source B may not be accurate. [6]

Target: Assessment Objectives 1 (3 marks) and 2 (3 marks).

The experiment in this particular case might not be accurate because:

Three from:

- The sample size was very small (therefore not representative)
- The sample was not very representative (of gender and age)
- The researcher did not establish who the sample would vote for *before* the experiment.
- People might change their behaviour in an experiment to live up to the aim of the research.
- People might have been embarrassed to give a true answer about their voting behaviour.
- Inexperienced researcher – could contain mistakes
- 2002 – out of date
- May contain errors/mistakes in compilation
- May contain bias in collection of evidence and/or bias in analysis and interpretation
- Other reasonable response.

AO1/Level 1:	Candidate reveals a basic or partial understanding of the method /evidence and explains with some lack of clarity.	[1]
AO1/Level 2:	Candidate reveals a sound understanding of the method/evidence.	[2]
AO1/Level 3:	Candidate reveals a good understanding of the method/evidence.	[3]
AO2/Level 1:	Candidate clearly identifies one reason why this type of evidence may not be accurate and relates this to the evidence in the Source.	[1]
AO2/Level 2:	Candidate clearly identifies two reasons why this type of evidence may not be accurate and relates these to the evidence in the Source.	[2]
AO2/Level 3:	Candidate clearly identifies three reasons why this type of evidence may not be accurate and relates these to the evidence in the Source.	[3]
1(c)	To what extent does the evidence in Source B support the evidence in Source C? Explain your answer.	[6]

Target: Assessment Objectives 1 (3 marks) and 2 (3 marks).

The candidate may identify the following links/issues in evaluating the support of Source B with Source C:

- Source B uses a small sample & source C draws on a larger sample
- Source B and Source C use different research methods
- Source B – inexperienced researcher, Source C professional specialist magazine
- The conclusions are different – source B claims that the media does influence voting behaviour whereas source C claims that the media does not influence voting behaviour. However, governments still seem to think that the media does influence voting behaviour.
- Source C is dated and Source B is more recent.
- Other reasonable response.

AO1/Level 1:	Candidate reveals a basic or partial understanding of the method/type of evidence and their strengths and weaknesses and the effect upon interpreting the Sources and drawing conclusions about their relationship.	[1]
AO1/Level 2:	Candidate reveals a sound understanding of the method/type of evidence and their strengths and weaknesses and the effect upon interpreting the Sources and drawing conclusions about their relationship.	[2]

- AO1/Level 3:** Candidate reveals a good understanding of the method/type of evidence and their strengths and weaknesses and the effect upon interpreting the Sources and drawing conclusions about their relationship. [3]
- AO2/Level 1:** Candidate discusses one or more links/issues but without clear explanation or explicit conclusion about degree of support, a partial explanation. [1]
- AO2/Level 2:** Candidate evaluates one or more links/issues with some explanation for a conclusion about the degree of support. [2]
- AO2/Level 3:** Candidate evaluates two or more links/issues with clear explanation for a conclusion about degree of support. [3]

1(d) How useful is Source D as evidence of the experience of all voters? [6]

Target: Assessment Objectives 1 (3 marks) and 2 (3 marks).

NB: No credit to be given for answers that state that this source is useful as this is a question about generalisability.

The main areas of discussion/issues:

- Sample size – only 1 person;
- Sample age – old
- Sample sex - man
- Nature of the evidence – are people more likely/less likely to tell the truth to a researcher they do not know?
- Source of the evidence - survey carried out in 2000. Voting patterns might have changed since then
- Study relied on memory of voting behaviour– retrospective bias (inaccurate recall of the past)
- Other reasonable response.

- AO1/Level 1:** Candidate reveals a basic or partial understanding of the method/sampling/Source. [1]
- AO1/Level 2:** Candidate reveals a sound understanding of the method/sampling/Source. [2]
- AO1/Level 3:** Candidate reveals a good understanding of the method/sampling/Source. [3]
- AO2/Level 1:** Candidate evaluates one area with basic or partial explanation. [1]
- AO2/Level 2:** Candidate clearly evaluates more than one area with some explanation. [2]
- AO2/Level 3:** Candidate clearly evaluates more than one area with good explanation. [3]

1 (e) 'Young people are less interested in politics than old people.'

Describe and explain the methods and evidence sociologists could use to test this claim.

[10]

Target: Assessment Objectives 1 (5 marks) and 2 (5 marks).

Candidates may identify the following:

- Aspects to measure / operationalise are:
'Young' and 'old' people
'Interest' – Voting? Participation in a pressure group? Knowing about political party policies?
- Other reasonable response.

Possible methods:

- Interviews
- Questionnaires
- Observation
- Participant observation
- Experiments
- Case studies
- Other suitable response.

Possible types of evidence:

- Official and other statistics – voting patterns from previous elections.
- Previous sociological and other research
- Media material
- Documentary evidence
- Diaries
- Other suitable response.

- AO1/Level 1:** Candidate reveals basic or partial knowledge and understanding of the area of social life and limited methods/Sources of evidence. [1]
- AO1/Level 2:** Candidate reveals sound knowledge and understanding of the area of social life and several methods/Sources of evidence. [2-3]
- AO1/Level 3:** Candidate reveals good knowledge and understanding of the area of social life and a range of methods and Sources of evidence, primary and secondary. [4-5]

- AO2/Level 1:** Candidate makes some connection between the selection of methods and Sources of evidence and the aim of the investigation but there is little reasoned explanation. [1]
- AO2/Level 2:** Candidate explains some of the selection of methods and Sources of evidence in relation to the aim of the investigation. [2-3]
- AO2/Level 3:** Candidate fully explains and justifies the selection of methods and Sources of evidence in relation to the aim of the investigation. [4-5]

[Total mark for Question 1: 30]

Below is the question specific mark scheme for all section B and section C questions

SECTION B – FAMILY AND IDENTITY

2(a) Identify and describe three types of family.

[6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Nuclear
- Extended
- Lone Parent
- Cohabiting
- Reconstituted
- Any other clearly identifiable family type.

2(b) Using examples, explain the different ways family relationships might be unequal.

[9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidates may focus on: inequality between partners, between parents and children, between siblings, between different generations and between different family types.

Candidate may explain the following aspects of the process:

- Distribution of income within the family might be unequal
- One person might make all/most of the key decisions
- Domestic violence is a sign of inequality
- Lack of status for the homemaker is a sign of inequality
- Ethnic minorities differential treatment of gender
- Older/younger siblings given different responsibilities/freedoms.
- Other reasonable response.

2(c) 'The main function of the family is to socialise children.'**Evaluate this claim.****[10]**

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Children experience families for some time before any other agencies can influence them so the socialisation role is very important
- Learning appropriate norms and values is important e.g. to reduce crime
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Economic role
- Sexual regulation of relationships
- Increasingly other agencies perform this function as more mothers are working
- Critical views of the family
- Emotional stability role
- Reproduction role
- Other reasonable arguments.

[Total mark for Question 2: 25]

SECTION C - CRIME AND DEVIANCE**3(a) Identify and describe three informal agencies of social control (6)**

Target: Assessment Objective 1 (6 marks).

Three from:

- Family
- School
- Peer group
- Mass media
- Workplace
- Religion
- Other reasonable response.

3 (b) Using examples, explain why official crime statistics might be inaccurate. [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may identify and describe the following aspects of the process, including:

- Not all crimes are reported due to being too trivial
- Not all crimes are reported due to the victim being scared to report the crime
- Not all crimes are recorded by the police
- Regional differences in police recording and prioritizing of crime
- Police discretion
- Police labeling and/or targeting
- Some crimes are harder to detect than others eg white collar crime
- Some crimes appear to have no victim (vandalism)
- Other reasonable response.

3(c) 'The people most likely to break the law are young men.'

[10]

Evaluate this claim.

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

An imbalanced answer is acceptable for this question.

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Statistics show that the young and men commit most crime
- Young girls have less opportunity to commit crime due to higher levels of parental control
- Men have more opportunity
- Young people have fewer responsibilities so punishments are less effective
- Young (men) drink more alcohol
- Young people are more influenced by peer pressure
- Any other reasonable response

Arguments and evidence **against** the statement:

- Women might commit as much crime but they might be given cautions and not prosecuted
- Older people might commit more crime but are more successful at avoiding arrest
- Older people might commit more white collar crime
- Police labelling/targeting of young males
- Media representations of criminals affecting public perception
- Any other reasonable response.

[Total mark for Question 3: 25]

4(a) Identify and describe three reasons why the crime rate might be increasing.

Target: Assessment Objective 1 (6 marks).

Three from:

- More technology to detect crime
- Changing attitudes so more people are reporting crime ('Crimewatch'-type programmes)
- More material items to steal.
- Increase in (relative) poverty.
- More pressure to provide a lifestyle rich in material goods.
- Influence of the media – tv violence, rap music, gun/knife culture – increased awareness of anti-social behaviour
- Government putting more money into fighting crime
- 'Soft' punishments – not deferring criminals
- Decreasing levels of social control in society – eg families and schools
- Other reasonable response.

4(b) Using examples, explain why the working class are convicted of more crime than the middle class.**[9]**

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidates can take the view that the working class do commit more crime than the middle class as they don't commit more crime they are just convicted of more crime.

Candidate may identify and describe the following aspects of the process:

- Different norms and values
- Higher rates of alcohol consumption leading to violent crime
- Police more likely to be present in w/c areas, police targeting.
- More likely to be prosecuted by the police than cautioned
- More 'need' to steal if poorer
- More 'peer' group pressure on m/c not to steal.
- Other reasonable response.

4(c) 'The best way of reducing crime is to give criminals longer prison sentences.'

Evaluate this claim.

[10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Longer sentences might make people think before they commit a crime
- A longer sentence for somebody that keeps committing crime will reduce the amount of crime as they will be off the streets for longer.
- Gives people more time to think about what they have done and decide to change.
- Other reasonable arguments

Arguments and evidence **against** the statement:

- People go to prison for life already and that does not stop them committing the crime.
- People might resent the time in prison and end up more violent when they are released
- Gives people longer to learn how to be a criminal from the other prisoners.
- Social responses to crime e.g. reduce poverty, education, family responses
- Long sentences are quite often overturned eg due to good behaviour
- Other reasonable arguments

[Total mark for Question 4: 25]

SECTION C - PROTEST AND SOCIAL MOVEMENTS**5. (a) Identify and describe three social movements.****[6]**

Target: Assessment Objective 1 (6 marks).

Three from:

- Environmental
- Women's
- Human rights
- Religious movements
- Civil rights
- Other reasonable response.

If the candidate uses examples of protest movements they should be rewarded for this as the two types of movements (social and protest) are not mutually exclusive thus answers might also include:

- Animal Rights
- Poll Tax
- Anti-Capitalist protest groups (Rage against Capitalism)
- Plus a range of single issue pressure groups
- Other reasonable response.

5(b) Using examples, explain why social movements develop.**[9]**

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may explain the following aspects of the process

Factors which have led to the development of social movements include:

- Disillusionment with the choice of ideologies offered by traditional political parties
- The growth of a new middle class
- Disillusionment with the ability of the state to distribute welfare
- Being ideologically distinct: a move away from old class-based movements
- Embracing social difference and diversity
- Responding to contemporary issues, such as risk, pollution etc on a local, regional, national or global level.
- Poverty might make people seek a group in a similar situation (support)
- Feel powerless and so wish to become more influential
- Wish to join a groups with the same beliefs and lifestyle
- Other reasonable response.

5(c) 'Social movements have been very successful in changing society.'
Evaluate this claim.

[10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate one social movement in depth to gain full marks or a broader range in less detail. Aspects of the statement that might be discussed include:

Arguments and evidence **for** the statement:

- Legislation has changed e.g. made pay between men and women fairer
- Position of people has changed e.g. status of women, ethnic groups
- Changed attitudes towards certain groups eg women (acceptable to behave in similar way as men – drinking, smoking, breadwinner)
- Views of social movements are being represented in political parties (e.g. more women and ethnic minorities being encouraged to be MPs)
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Legislation has not necessarily dealt with inequality (e.g. in pay and employment for women)
- Attitudes have not changed for all people (e.g. still racism and sexism)
- Powerful political parties still dominate so social movements are not powerful groups.
- Other reasonable arguments.

[Total mark for Question 5: 25]

6(a) Identify and describe three protest groups.**[6]**

Target: Assessment Objective 1 (6 marks).

Three from:

- Animal Rights
- Poll Tax
- Anti-Capitalist protest groups (Rage against Capitalism)
- Plus a range of single issue pressure groups
- Other reasonable response.

If the candidate uses examples of social movements they should be rewarded for this as the two types of movements (social and protest) are not mutually exclusive thus answers might also include:

- Environmental
- Women's
- Human Rights
- Religious movements
- Civil Rights
- Other reasonable response

6(b) Using examples, explain how protest groups achieve their aims.**[9]**

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may explain the following aspects of the process:

- Protest to raise awareness amongst powerful people
- Set up a political party (e.g. Green Party)
- Contest laws in court
- Use media attention to change public opinion.
- Disrupt social life to gain attention.
- Use their voting power to gain MP's support.
- Other reasonable response.

6(c) 'Protest groups make society more democratic.'
Evaluate this claim.

[10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- People that belong to pressure groups might have their voices heard
- Protest groups can change decisions
- Protest groups can consist of the least powerful people in society
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- People that join pressure groups might be more educated and powerful already
- Protest groups might reduce democracy as those not in a protest group might have their voice go unheard
- Some people have more resources and connections and so they will be more influential
- Other reasonable arguments.

[Total mark for Question 6: 25]

SECTION C - RELIGION

7. (a) Identify and describe three reasons why some religious movements have grown.

[6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Growing numbers of ethnic minorities
- Celebrity links with some religious movements
- Disillusioned with scientific explanations for life
- Increasing contact with religious media e.g. Christian T.V.
- Increasing need for religion in an 'uncertain' world
- Other reasonable response.

7(b) Using examples, explain why church membership is declining in the UK

[9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may explain the following aspects of the process:

- People turning to leisure activities e.g. shopping
- Churches tend not to move with the times/appeal to young people
- People might worship at home
- Use media to worship (Christian T.V.)
- Church not required for social support in the same way as in the past (free/cheap church schools)
- Secularisation
- Growing number of alternative religions/new religious movements
- Other reasonable response.

7(c) 'The most accurate way of measuring if someone is religious is to ask them if they believe in a God.'

Evaluate this claim

[10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Arguments and evidence **for** the statement:

- Objective measure
- Can be compared over the years
- Belief in a God is the most accurate measure of whether someone is religious as some people believe without attending a church
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Religious practice is more accurate ie. how people live their lives
- Analysing church attendance figures is more accurate
- Some religions may worship more than one God
- Asking people if they believe in a God may not be accurate as people may lie
- Other reasonable arguments.

[Total mark for Question 7: 25]

8 (a) Identify and describe three types of religious movement (or organisation). [6]

Target: Assessment Objective 1 (6 marks).

Three from

- Church
- Sect
- Denomination
- Cult
- New religious movement
- Other reasonable response.

8(b) Using examples, explain why people might join a religious movement (or organisation). [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidates may explain the following aspects:

- Coercion
- Answers individual needs e.g. lonely
- Family pressure
- Celebrity/media influence
- Somebody wishes to make a contribution to society
- People might show their independence
- A search for spiritual experience
- A sense of individual self-development / self-improvement
- Offers stability in a person's life.
- Other reasonable response.

**8(c) 'The UK has become a secular society.'
Evaluate this claim. [10]**

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Fewer people joining/going to churches
- Fewer people believe in God
- More faith in science than in religion
- Church is less influential than in the past
- An increase in non-religious ceremonies eg civil wedding ceremonies
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Religious TV channels growing
- Increasing membership of ethnic minority religions
- Increasing membership of new religious movements
- People still have religious weddings etc
- Church still involved in society e.g. religious schools.
- Increasing number of religious schools
- Other reasonable arguments.

[Total mark for Question 8: 25]

[Total mark: 80]

The following Mark Scheme relates generically to section B and section C questions.

HIGHER MARK SCHEME PAPERS 3 & 4 – GENERIC PART B AND C

(a) Target: Assessment Objective 1 (6 marks)

Two marks available for each feature identified and described awarded according to the levels below.

AO1/Level 1:	Feature identified	(1)
AO2/Level 2:	Feature identified with a suitable clear description given	(2)

(b) Target: Assessment Objectives 1 (7 marks) and 2 (2 marks)

Answers may look at one aspect in depth or several aspects with breadth.

AO1/Level 1: Candidate reveals limited knowledge and understanding; some explanation of the aspects of the process supported by example; reveals some limited understanding of the main links between structures, processes and issues. *Typically answers will have implicit sociological ideas or be based on common sense.* **(1-2)**

AO2/Level 2: Candidate reveals basic knowledge and understanding; explanation of several aspects of the process supported by examples; reveals understanding of the main links between structures, processes and issues. *Typically answers will contain sociological ideas but without sociological language.* **(3-5)**

AO1/Level 3: Candidate reveals good and accurate knowledge with precise understanding; full explanation of the aspects of the process supported by several examples; reveals understanding of the main links between structures, processes and issues. *Typically answers will contain wide ranging sociological ideas and language throughout.* **(6-7)**

AO2/Level 1: Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity. **(1)**

AO2/Level 2: Candidate uses a range of information and evidence to construct and support clear arguments. **(2)**

(c) Target: Assessment Objectives 1 (6 marks) and 2 (4 marks)

AO1/Level 1: Candidate reveals limited knowledge and understanding; some explanation of the aspects of the issue supported by limited evidence and information. *Typically answers will have implicit sociological ideas or be based on common sense.*
(1-2)

AO1/Level 2: Candidate reveals basic knowledge and understanding; explanation of the aspects of the issue supported by some relevant evidence and information; reveals some understanding of the main links between structures, processes and issues. *Typically answers will contain sociological ideas but without sociological language.*
(3-4)

AO1/Level 3: Candidate reveals good and accurate knowledge with precise understanding; full explanation of the aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the main links between structures, processes and issues. *Typically answers will contain wide ranging sociological ideas and language throughout.*
(5-6)

AO2/Level 1: Candidate uses limited information in a simple manner to make some points or arguments that may lack clarity; there is little attempt to evaluate the argument; information and evidence is presented with some lack of clarity and inaccuracy. *Typically evaluation will be narrow or not directly relevant.*
(1)

AO2/Level 2: Candidate uses basic information and evidence to construct and support arguments in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity. *Typically evaluation will be obvious but simple i.e. for and against.*
(2)

AO2/Level 3: Candidate uses a good range of information and evidence to construct and support arguments in relation to the issue; information and evidence is clearly presented and meaning is generally clear. *Typically answers will offer a clear evaluation but may lack a conclusion or may have a conclusion but be juxtaposed.*
(3)

AO2/Level 4: Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; meaning is clear and unambiguous. *Typically answers will be critically evaluated with a conclusion.*
(4)

Mark Scheme 1990/04
June 2006

SECTION A – EDUCATION

- 1 (a) From the evidence in **Source A**, give the **two** main functions parents believed schools fulfilled.

Target: Assessment Objective 2 (2 marks).

Two from:

- To learn
- To get skills needed for later in life
- Other reasonable response/interpretation

AO2/Level 1: One reason identified. [1]

AO2/Level 2: Two reasons identified. [2]

- (b) **Source B** is based upon evidence gathered from a *questionnaire*. Using examples, explain **three** reasons why the evidence in Source B might not be accurate. [6]

Targets: Assessment Objectives 1 (3 marks) and 2 (3 marks).

Three from:

- Statements about both supporting the ideas that students are happy when they learn
- Difference in content i.e. Source D being more worried about training students for later in life, Source C being more worried about climbing trees
- The difference in sources i.e. one being from a local member of parliament whereas the other is from a head of a school
- Differences in relation to collection i.e. reference to the date or the methods
- May contain bias in question setting (and or multiple choice answers)
- Response rates
- Other reasonable response.

AO1/Level 1: Candidate reveals a basic or partial understanding of the method/evidence and explains with some lack of clarity. [1]

AO1/Level 2: Candidate reveals a sound understanding of the method/evidence. [2]

AO1/Level 3: Candidate reveals a good understanding of the method/evidence. [3]

AO2/Level 1: Candidate clearly identifies one reason why this type of evidence may not be reliable or accurate and relates this to the evidence in the source. [1]

AO2/Level 2: Candidate clearly identifies two reasons why this type of evidence may not be reliable or accurate and relates this to the evidence in the Source. [2]

AO2/Level 3: Candidate clearly identifies three reasons why this type of evidence may not be reliable or accurate and relates these to the evidence in the Source. [3]

- 1 (c) To what extent does the evidence in **Source C** support the evidence in **Source D**? [6]

Target: Assessment Objectives 1 (3 marks) and 2 (3 marks).

There are two main areas of discussion/issues:

- The strengths and weaknesses of the type of evidence and methods represented in each source and their effects on drawing conclusions
- The links between the information/arguments in each source

The candidate may identify the following links/issues in evaluating the support of Source C for Source D:

- Statements about both supporting the ideas that students are happy when they learn
- Difference in content i.e. Source D being more worried about training students for later in life, Source C being more worried about climbing trees
- The difference in source i.e. one being from a local member of parliament whereas the other is from a head of a school
- Differences in relation to collection i.e. reference to the date or the methods
- Other reasonable response.

AO1/Level 1: Candidate reveals a basic or partial understanding of the method/type of evidence and their strengths and weaknesses and the effect upon interpreting the source and drawing conclusions about their relationship. [1]

AO1/Level 2: Candidate reveals a sound understanding of the method/type of evidence and their strengths and weaknesses and the effect upon interpreting the source and drawing conclusions about their relationship. [2]

AO1/Level 3: Candidate reveals a good understanding of the method/type of evidence and their strengths and weaknesses and the effect upon interpreting the sources and drawing conclusions about their relationship. [3]

AO2/Level 1: Candidate discusses one or more links/issues but without clear explanation or explicit conclusion about degree of support. [1]

AO2/Level 2: Candidate evaluates two or more links/issues with some explanation for a conclusion about the degree of support. [2]

AO2/Level 3: Candidate evaluates two or more links/issues with clear explanation for a conclusion about degree of support. [3]

- 1 (d) How useful is **Source D** as evidence of the view of **all** teachers? [6]

Target: Assessment Objectives 1 (3 marks) and 2 (3 marks).

There are three main areas of discussion/issues:

- Sample size – One teacher and a head teacher at that
- Nature of the evidence – would a head teacher necessarily know the school in the same way a class room teacher would?
- Source of the evidence – This school is in Wales and therefore may not represent all the other schools, i.e. private schools may be different

The candidate may identify the following areas of discussion/issues in evaluating the usefulness of the Source for generalising to all people in work:

- Sample
- Nature of evidence
- Source of evidence
- Other reasonable response.

AO1/Level 1: Candidate reveals a basic understanding of the method/sampling/source. [1]

AO1/Level 2: Candidate reveals a sound understanding of the method/sampling/source. [2]

AO1/Level 3: Candidate reveals a good understanding of the method/sampling/source. [3]

AO2/Level 1: Candidate evaluates one area with explanation. [1]

AO2/Level 2: Candidate clearly evaluates two areas with explanation. [2]

AO2/Level 3: Candidate clearly evaluates three areas with explanation. [3]

- (e) 'Schools are very successful in preparing students for employment.'
Describe and explain the methods and evidence sociologists could use to test this claim.

Target: Assessment Objectives 1 (5 marks) and 2 (5 marks).

Candidates may identify the following:

Aspects of social/school life:

- Opinions of teachers/staff/ex students/employers etc.
- Secondary evidence: statistics on employment and qualifications; other sociological research i.e. Blundell, Marx etc.
- Other reasonable response.

Possible methods:

- Interviews
- Questionnaires
- Observation
- Participant observation
- Experiments
- Case studies
- Other suitable response.

Possible types of evidence:

- Official and other statistics
- Previous sociological and other research
- Media material
- Documentary evidence
- Diaries
- Other suitable response.

AO1/Level 1:	Candidate reveals basic knowledge and understanding of area of social life and limited methods/sources of evidence.	[1]
AO1/Level 2:	Candidate reveals sound knowledge and understanding of area of social life and several methods/sources of evidence.	[2-3]
AO1/Level 3:	Candidate reveals good knowledge and understanding of area of social life and a range of methods and sources of evidence, primary and secondary.	[4-5]
AO2/Level 1:	Candidate makes a clear connection between the selection of methods and sources of evidence and the aim of the investigation but there is little reasoned explanation.	[1]
AO2/Level 2:	Candidate explains the selection of methods and sources of evidence in relation to the aim of the investigation.	[2-3]
AO2/Level 3:	Candidate fully explains and justifies the selection of methods and sources of evidence in relation to the aim of the investigation.	[4-5]

[Total mark for Question 1: 30]

Below is the question specific mark scheme for all section B and section C questions

SECTION B – WORK AND EMPLOYMENT

- 2 (a) Identify and describe **three** changes to the way people work. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Increase in flexi time
- Increase in part time
- Long hours culture
- Teleworking
- Mechanisation
- Automation
- Feminisation of the workforce
- Seating arrangements in the workplace
- Casualisation
- Increase in working from home
- Other reasonable response

- 2 (b) Using examples, describe the different ways people gain satisfaction from their job. [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may explain the following aspects of the process:

- Intrinsic satisfaction (Creative enjoyment; helping others; satisfaction from doing the job well; satisfaction from using their skills)
- Extrinsic satisfaction (Money; Benefits i.e. car/pension/health insurance)
- Social life (meeting and making friends)
- Status and a sense of identity
- Relief from boredom (of being unemployed)
- Other reasonable response.

- (c) 'Technological changes in the workplace are good for everyone.' Evaluate this claim. [10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Reskilling
- Mass produced goods are cheaper and thus can be afforded by more people
- Leads to a rise in the standard of living
- Unpleasant jobs can be done by machines
- Goods and services may be improved removing the human error element
- New jobs have been created by the boom in the IT industry
- Developments in IT have allowed more working from home which has improved female working opportunities
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Deskillling and thus the monotony of tasks
- Alienation caused by mass production (lack of power, creativity, isolation)
- Teleworking heightens alienation etc and work can be overseen more lessening any social activity through work and increasing stress
- Disappearance of traditional crafts and industry
- Those not trained in IT are seriously disadvantaged in the job market (discrimination through age)
- Lack of human element for customers caused by teleworking
- Other reasonable arguments

[Total mark for Question 2: 25]

SECTION C – THE MASS MEDIA

- 3 (a) Identify and describe **three** types of mass media. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Radio
- Newspapers
- Television
- Magazines
- Cinema
- Books
- Other reasonable response.

- (b) Using examples, describe the different ways audiences use the mass media. [9]
Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may explain the following aspects of the process:

- Gaining knowledge e.g. internet diagnosis
- Booking holidays
- Consumption i.e. E bay
- To socialise us
- Escapism
- To convince or advise us
- Other reasonable response.

- (c) 'The mass media has a powerful influence on people's behaviour' Evaluate this claim. [10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Media representation leading to labelling and possibly self fulfilling prophecy
- Representation of gender
- Representation of race
- Representation of age
- Advertising - tell us what to buy
- Social Control - tell us right from wrong i.e. soap operas baddies lose
- Creation of culture
- Creation of news/norm referencing/agenda setting
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Uses and gratifications model
- One of several agents of socialisation
- A secondary agent of socialisation, not primary
- Other reasonable arguments.

[Total mark for Question 3: 25]

- 4 (a) Identify and describe **three** groups that might influence the content of the mass media. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Owners
- Editors
- Audience
- Government/censorship
- Other reasonable response.

Two marks available for **each** type identified and described awarded according to the levels below:

- (b) Using examples, describe the different ways the mass media are dominated by men. [9]

Target: Assessment Objectives 1 (7 Marks) and 2 (2 marks).

Candidate may explain the following aspects of the process:

- Lobban; Best - children's books still contain traditional images of gender
- 1990 Cumberbatch - Broadcasting Standards Council on gender and advertising (found less women in adverts/voice over were more likely to be male/females in adverts were younger and attractive etc.)
- Invisibility of women in world of sport (but changing)
- Abercrombie - soap operas for women about women
- Women use media differently (i.e. whilst doing something else)
- Men run the media and employ others
- Other reasonable response.

- (c) 'The mass media present ethnic minorities in a negative way. Evaluate this claim. [10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- 1996 survey found ethnic minorities only presented programmes in certain areas of the media (news, children's programmes and educational programmes)
- Common stereotypes in the past included dangerous savage, noble savage, entertainer, devious villain (Blundell)
- Arab connection to terrorism
- News only seen in connection to immigrant numbers or crime and deviance
- Xenophobia in international reporting
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Existence of ethnic minority presenters in news, children's programmes etc.
- Existence of ethnic minority in "everyday situations" i.e. soap operas
- Ethnic minority audiences and creation of programmes i.e. Goodness gracious me (Asian comedy programme)
- 1980s multi cultural advertising became popular i.e. cocoa cola
- Other reasonable arguments.

[Total mark for Question 4: 25]

SECTION C – POVERTY

- 5 (a) Identify and describe **three** reasons why some people are poorer than others. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Low pay
- Part time work
- Unemployed
- Long term illness
- Single parent
- Their race, gender, class, age etc.
- Other reasonable response.

- (b) Using examples, describe the different ways of measuring poverty. [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may explain the following aspects of the process:

- Absolute poverty
- Relative (subjective)
- Environmental (social exclusion)
- Townsend's deprivation index
- Other reasonable response.

- (c) 'The main reason for being poor is the culture of poverty.' Evaluate this claim. [10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Culture of poverty
- Unemployment due to refusal to work
- Cycle of deprivation
- Dependency culture
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Structural arguments i.e. Marxism
- Poverty trap
- Government policy i.e. freezing of child benefit, benefits too low
- Unemployment due to lack of jobs
- Minority group theory (Sexism/Racism/Ageism)
- Other reasonable arguments.

[Total marks for Question 5: 25]

- 6 (a) Identify and describe **three** explanations of poverty. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Culture of poverty
- Poverty trap
- Cycle of deprivation
- Dependency culture
- Social stratification and inequality
- Other reasonable response.

- (b) Using examples, describe the different ways of reducing poverty. [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidate may explain the following aspects of the process:

- Welfare state
- Raise benefits
- Minimum wage
- Invest in education in poor areas, enabling the poor to help themselves
- Aiding people to know their entitlement (benefit)
- Taking out a loan
- Getting a second job
- Other reasonable response.

- (c) 'The worst effect of poverty is not having enough money.' Evaluate this claim. [10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Low standard of living
- Cannot buy private education
- Cannot buy private health
- Cannot afford university
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Social exclusion
- Cultural deprivation in school.
- Other reasonable arguments.

[Total mark for Question 6: 25]

SECTION C – CONTEMPORARY SOCIAL CHANGES

- 7 (a) Identify and describe **three** examples of the north/south divide. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Economic
- Job opportunities
- Housing market
- Unemployment rates
- Wages (inner London weighting etc.)
- Health divide
- Poorer countries vs. Richer countries
- Life expectancy
- Literacy and education
- GNP
- Other appropriate response.

- (b) Using examples, describe the different causes of world poverty. [9]

Candidate may explain the following aspects of the process:

- Under development
- Population growth
- Increased international competition
- Political conflict and war
- Natural disasters
- Unequal global development
- Government policy
- Other reasonable response.

- (c) 'Technological development is solving world poverty.' Evaluate this claim. [10]

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- Technological advancement has led to a new market of employment increasing chances of reskilling
- Technological advancement through the internet has allowed small businesses to flourish
- Improved access to information may help the poor access better life chances i.e. qualifications
- Improved living standards
- Improved health and safety
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Poverty caused by technology leading to globalisation of industry allowing stronger nations to compete against smaller and less developed nations
- Internet access in some countries, yet not others has further disadvantaged some countries' economy
- Globalisation and technological advancement has increased the ability of some to exploit others i.e. cheap labour in India for call centres
- Potential increased inequality and stratification
- Advances in warfare

- Advances in travel have led to more migration and refugees which may have increased poverty
- Deskillling
- Other reasonable arguments.

[Total mark for Question 7: 25]

- 8 (a) Identify and describe **three** problems caused by population changes. [6]

Target: Assessment Objective 1 (6 marks).

Three reasons identified from:

- Resources running out
- Pollution
- Global warming
- Changes to the environment
- Loss of biodiversity
- Rainforest depletion
- Thomas Malthus - population time bomb i.e. food grows arithmetically whilst population grows geometrically
- Ageing populations
- Other reasonable response.

- (b) Using examples, describe different solutions to problems caused by population changes. [9]

Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).

Candidates may describe the following ways:

- Chinese one child rule - reduction in population
- Chinese one child rule - choosing male babies over female
- Can aid lack of resources
- Can lower overcrowding
- Improve housing issues
- Solve some environmental problems
- Migration/immigration policy
- Retirement ages
- Better health care has led to longer life expectancy
- Other reasonable response

- (c) 'Each country is responsible for its own environmental problems.' Evaluate this claim. [10]

Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).

Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence **for** the statement:

- National sustainable development projects i.e. wind energy farms
- Managing recycling i.e. on a local or national level
- Managing waste disposal i.e. domestic items e.g. fridges
- The need for individual countries to sort specific problems in a specific way the caters to the needs of the population i.e. in the 'poorer countries' using population (as it is large) not technology
- Other reasonable response

Arguments and evidence **against** the statement:

- The need for international work on environmental disasters that spread e.g. Chernobyl
- The need for the 'richer countries' to aid the 'poorer countries' with development to aid their environmental issues
- Other reasonable arguments

[Total mark for Question 8: 25]

[Total mark: 80]

The following Mark Scheme relates generically to section B and section C questions.

HIGHER MARK SCHEME PAPERS 3 & 4 – GENERIC PART B AND C

(a) Target: Assessment Objective 1 (6 marks)

Two marks available for each feature identified and described awarded according to the levels below.

AO1/Level 1: Feature identified (1)

AO2/Level 2: Feature identified with a suitable clear description given (2)

(b) Target: Assessment Objectives 1 (7 marks) and 2 (2 marks)

Answers may look at one aspect in depth or several aspects with breadth.

AO1/Level 1: Candidate reveals limited knowledge and understanding; some explanation of the aspects of the process supported by example; reveals some limited understanding of the main links between structures, processes and issues. *Typically answers will have implicit sociological ideas or be based on common sense.* (1-2)

AO2/Level 2: Candidate reveals basic knowledge and understanding; explanation of several aspects of the process supported by examples; reveals understanding of the main links between structures, processes and issues. *Typically answers will contain sociological ideas but without sociological language.* (3-5)

AO1/Level 3: Candidate reveals good and accurate knowledge with precise understanding; full explanation of the aspects of the process supported by several examples; reveals understanding of the main links between structures, processes and issues. *Typically answers will contain wide ranging sociological ideas and language throughout.* (6-7)

AO2/Level 1: Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity. (1)

AO2/Level 2: Candidate uses a range of information and evidence to construct and support clear arguments. (2)

(c) Target: Assessment Objectives 1 (6 marks) and 2 (4 marks)

AO1/Level 1: Candidate reveals limited knowledge and understanding; some explanation of the aspects of the issue supported by limited evidence and information. *Typically answers will have implicit sociological ideas or be based on common sense.*
(1-2)

AO1/Level 2: Candidate reveals basic knowledge and understanding; explanation of the aspects of the issue supported by some relevant evidence and information; reveals some understanding of the main links between structures, processes and issues. *Typically answers will contain sociological ideas but without sociological language.*
(3-4)

AO1/Level 3: Candidate reveals good and accurate knowledge with precise understanding; full explanation of the aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the main links between structures, processes and issues. *Typically answers will contain wide ranging sociological ideas and language throughout.*
(5-6)

AO2/Level 1: Candidate uses limited information in a simple manner to make some points or arguments that may lack clarity; there is little attempt to evaluate the argument; information and evidence is presented with some lack of clarity and inaccuracy. *Typically evaluation will be narrow or not directly relevant.*
(1)

AO2/Level 2: Candidate uses basic information and evidence to construct and support arguments in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity. *Typically evaluation will be obvious but simple i.e. for and against.*
(2)

AO2/Level 3: Candidate uses a good range of information and evidence to construct and support arguments in relation to the issue; information and evidence is clearly presented and meaning is generally clear. *Typically answers will offer a clear evaluation but may lack a conclusion or may have a conclusion but be juxtaposed.*
(3)

AO2/Level 4: Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; meaning is clear and unambiguous. *Typically answers will be critically evaluated with a conclusion.*
(4)

**General Certificate of Secondary Education
Sociology (1990)
June 2006 Assessment Series**

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
1990 1 Written Paper	80	n/a	n/a	54	45	36	28	20
1990 2 Written Paper	80	n/a	n/a	51	40	32	23	14
1990 3 Written Paper	80	58	49	40	31	n/a	n/a	n/a
1990 4 Written Paper	80	58	48	38	28	n/a	n/a	n/a
1990 5 Coursework	40	32	27	23	18	13	9	5

Syllabus Options

Foundation Tier – Paper 1

	Max Mark	C	D	E	F	G
Overall Threshold Marks	80	54	45	36	28	20
Percentage in Grade		20.7	24.3	24.1	14.4	8.5
Cumulative Percentage in Grade		20.7	45.0	69.1	84.5	93.0

The total entry for the examination was 1520

Foundation Tier – Paper 2

	Max Mark	C	D	E	F	G
Overall Threshold Marks	80	51	40	32	23	14
Percentage in Grade		19.8	27.2	19.8	16.4	12.0
Cumulative Percentage in Grade		19.8	47.0	66.8	83.2	95.2

The total entry for the examination was 1520

Higher Tier – Paper 3

	Max Mark	A	B	C	D
Overall Threshold Marks	80	58	49	40	31
Percentage in Grade		24.6	25.8	25.4	15.6
Cumulative Percentage in Grade		24.6	50.4	75.8	91.4

The total entry for the examination was 3228

Higher Tier – Paper 4

	Max Mark	A	B	C	D
Overall Threshold Marks	80	58	48	38	28
Percentage in Grade		24.4	26.9	24.2	16.3
Cumulative Percentage in Grade		24.4	51.3	75.5	91.8

The total entry for the examination was 3228

Coursework

	Max Mark	A	B	C	D	E	F	G
Overall Threshold Marks	40	32	27	23	18	13	9	5
Percentage in Grade		24.0	19.9	17.3	17.9	10.1	5.9	3.0
Cumulative Percentage in Grade		24.0	43.9	61.2	79.1	89.2	95.1	98.1

The total entry for the examination was 4748

Overall – Foundation Papers 1, 2 and Coursework

	Max Weighted Mark	C	D	E	F	G
	200	123	102	81	60	39
Percentage in Grade		22.4	27.8	22.8	17.1	6.6
Cumulative Percentage in Grade		22.4	50.2	73.0	90.1	96.7

The total entry for the examination was 1520

Overall – Higher Papers 3, 4 and Coursework

	Max Weighted Mark	A*	A	B	C	D	E
	200	164	143	122	101	71	56
Percentage in Grade		7.1	19.5	27.6	26.1	16.7	2.3
Cumulative Percentage in Grade		7.1	26.6	54.2	80.3	97.0	99.3

The total entry for the examination was 3228

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication

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