

Mark Schemes for the Components

June 2009

1990/MS/R/09

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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GCSE Sociology (1990)

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1990/01 Paper 1

SECTION A – FAMILY AND IDENTITY

1 (a) From the evidence in Source A:

Target: Assessment Objective 2 (2 marks).

- (i) which present was wanted by the largest number of girls? [1]

Mobile Phone

- (ii) how many boys wanted sports equipment for their birthday? [1]

Six

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

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

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

In using two examples, candidates may refer to two types of observations, two points to describe what an observation is or two examples of observations.

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

Answers may include some of the following ideas:

An observation involves watching and listening to the group under study and recording what is observed. There are two main types of observation: participant observation (either overt or covert) and non-participant observation. Alternative terms may be used to describe these and should be credited. In a PO study the researcher joins a group and participates in its activities as a proper member of that group in order to study it. Overt PO involves those being studied being fully aware of the researcher's presence whereas covert PO is when the researcher joins a group without the group knowing. Covert research can thus cause ethical problems. NPO is when the researcher is a 'fly-on-the-wall', observing but not participating in the group's activities. Results can be recorded onto a pre-prepared grid/chart or as written notes.

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]

(c) **Source B is based upon evidence gathered from observations.**

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

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

The evidence from the observations in this particular case might not be accurate because:

Two from:

- Only observed at the weekend – is this accurate for other times in the week?
- Only observed for one hour – outside of this hour behaviour may be different
- As the families knew they were being researched, they may have acted differently to normal – Hawthorne effect
- May contain errors/omissions/bias in observation and/or in the recording of the findings
- Adapted source – may not give the true/whole picture found
- Completed by a student sociologist – inexperienced
- Sample size small to accurately represent all families therefore can question the accuracy of any findings/trends
- Only three types of families were observed so might not be accurate for other family types
- Other reasonable response.

AO1/Level 1: Candidate reveals a limited understanding of the method/evidence and describes 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 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 experience of all children. [6]

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

It is highly unlikely that any credit can be given to answers that state that this source is useful as this is a question about generaliseability and representativeness.

The main areas of discussion/issues:

- Sample size – only 10 interviewees, can't represent all children's experiences
- Sample location – in Leeds, a Northern city – experiences may be very different in other areas of the country or in rural locations
- All interviewees are from a private school – the sample will thus be class biased and so can't represent the experiences of all children
- All the interviewees are boys – girls experiences may be very different
- All the interviewees lived in nuclear families, experiences in other families may be very different
- The experiences of the boy quoted in the source may be unique to him and not so useful when looking at the experiences of all children
- Other reasonable response.

AO1/Level 1: Candidate reveals a limited or partial 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]

- (e) **‘Families teach children their gender roles.’**
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:

- ‘Families’; ‘teach’; ‘gender roles’; other reasonable response.

Possible methods:

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

Possible types of evidence:

- Official and other statistics eg on gender roles in society
- Previous sociological and other research eg Oakley
- 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 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 makes some connection between the selection of methods and/or sources of evidence and/or the aim/area of the investigation, but there is little reasoned explanation. [1]

AO2/Level 2: Candidate comments on some of the selection of methods and/or sources of evidence in relation to the aim/area of the investigation. [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. This should be used in conjunction with your generic Section B and C mark scheme, found at the back of your pack.

SECTION B – POWER AND CITIZENSHIP

- 2 (a) Identify and describe two factors that affect voting behaviour. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Social class
- Age
- Gender
- Ethnicity
- Location
- Religion
- Policies
- Mass media
- Party image
- Family socialisation
- Practical factors (eg poor weather)
- Factors relating to apathy
- Peers
- Other reasonable response.

- (b) Using examples, describe how democracies and dictatorships are different. [9]

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

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

- In a dictatorship power is based on coercion, whereas in a democracy it is based on authority
- Democracies are 'governed by the people' as we elect MPs to govern on our behalf so power can be said to be with the public
- Referendums are held in democracies – the electorate has the power to have a say in the country's decision making
- In a democracy, we have the power to start or join a political party
- In a democracy, we have the power to start or join a pressure group and get involved in campaigns
- In a democracy, we have the power to write to our MP
- In a democracy, we have the power to write to the press and express our views and opinions
- In a dictatorship, power is concentrated in the hands of a dictator who has absolute control
- In a dictatorship, power is often gained through fear
- In a dictatorship, the Government often has complete power and control over citizens
- In a dictatorship, social institutions such as the media, the police and legal system are not independent – the Government has power over them
- In a military dictatorship, power is held by high ranking members of the armed forces
- Other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

- (c) **'Males and females now have equal power in the UK'.
Evaluate the arguments for and against this claim.** [10]

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

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

Arguments and evidence **for** the claim:

- Equal Opportunities Legislation
- Changing aspirations of women
- Feminism/'girl power'
- Females outperform males in the education system
- Increasing numbers of career/working women
- Increasing numbers of women occupying high status/highly paid jobs
- Contraception gives women power to choose whether/when to have a family
- Large numbers of powerful women now seen in the media – role models
- Rise of 'new men' and 'ladettes'
- Other reasonable response.

Arguments and evidence **against** the claim:

- Patriarchy/sexism
- Males still dominate most positions of power in society
- Gender role socialisation
- Women are the majority of the part-time workforce
- Women still earn on average less than men/glass ceiling
- Women still have the main responsibility for childcare and housework/dual burden
- Males are not as valued as parents – little paternity leave/unlikely to get custody of children after a divorce
- Domestic violence
- Power distribution may depend on ethnicity/culture of male/female
- Other reasonable response.

[Total mark for Question 2: 25]

SECTION C - CRIME, DEVIANCE AND SOCIAL CONTROL

- 3 (a) Identify and describe two reasons why crime might not be reported to the police. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Regarded as too trivial/petty
- Don't believe the police can/will do anything
- Victims see it as a private matter
- Feel humiliated/embarrassed (eg sexual assault)
- Not known about (eg corporate crime)
- Victim suffered no loss
- Employers may prefer to deal with crimes that have happened in the workplace 'in-house' rather than involve the police
- Crimes with no victim
- Other reasonable response.

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

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

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

- Official crime statistics
- Self report studies
- BCS (British Crime Survey)
- Local victim surveys
- Media reporting
- Other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

- (c) **‘People commit crime because they have not been socialised properly.’**
Evaluate the arguments both for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- Lack of effective social control/socialisation in the home
- Lack of teaching and reinforcement of society’s norms and values
- Learning of criminal norms and values/criminal role models in the family
- New Right – lack of a father figure in lone parent families
- Living in a sub culture eg culture of poverty
- Other reasonable response.

Arguments and evidence **against** the claim:

- Status frustration
- Labelling theory/stereotyping
- Anomie
- Sub cultural theory eg gang culture
- White collar/corporate crime
- Peer group pressure
- Marxism-lack of opportunity/political protest
- Crime as a source of excitement/pleasure
- Different patterns of socialisation for genders/classes etc
- Other reasonable response.

[Total Mark for Question 3: 25]

- 4 (a) Identify and describe two informal agencies of social control. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Families
- Peer groups
- Religions
- Mass media
- Schools
- The workplace
- Other reasonable response.

- (b) Using examples, describe possible solutions to crime. [9]

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

The candidate may describe the following aspects of the process:

- Better socialisation in the family
- Functionalism-shared values/consensus
- Marxism-greater equality in society = reduce status frustration and anomie
- Increased employment opportunities
- Tougher social control eg longer prison sentences
- Informal social control-rewards and sanctions
- Formal social control
- Less labelling/stereotyping-could link to media scapegoating/moral panics/folk devils
- Greater/more effective surveillance
- Education
- Other reasonable response.

- (c) **'Most crime is committed by young men'**
Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- According to official statistics, the statement is true for both gender and age
- Differential gender socialisation
- Opportunity – women do more in the private sphere which reduces opportunities for crime
- Social control – girls tend to be more closely supervised by parents
- Peer pressure/subcultures
- Status frustration
- Use of and effects of alcohol and drugs
- Matza – drift theory
- Other reasonable response.

Arguments and evidence **against** the claim:

- Female crime less likely to be reported
- Self-Report study data shows gap between the number of males and females offending is much smaller than the official statistics suggest
- Female crime rate is increasing
- Greater opportunity for women to commit crime today – work and leisure
- Chivalry factor – police more likely to caution than charge women; courts likely to impose lighter sentences
- Crime by older people may be under-recorded – white-collar crime/corporate crime
- Media stereotyping of young males as criminals/delinquents may lead to their offences being noticed more
- Police labelling/targeting of young males
- Other reasonable response.

[Total marks for Question 4: 25]

SECTION C - PROTEST AND SOCIAL MOVEMENTS

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

Target: Assessment Objective 1 (6 marks).

Two from:

- Animal Liberation Front
- Greenpeace
- Shelter
- Amnesty International
- Fathers for Justice
- Other reasonable response.

N.B. Candidates describing social movements such as anti-nuclear/feminist should also be credited as there is so much overlap between social movements and protest groups.

- (b) Using examples, describe the ways a group can protest without breaking the law. [9]

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

Candidates may describe the following aspects of the process:

- Campaigning
- Legal publicity stunts
- Petitions
- Contact the media
- Celebrity endorsement
- A trade union can strike
- Non-violent direct action
- Lobbying MP's
- Demonstrations
- Public meetings
- Publishing leaflets
- Conducting research
- Other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

- (c) **‘Protest groups do change society’**
Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- Protest groups give a voice to the least powerful people in society and so allow them to change it
- Often attracts those who reject the traditional norms and values of society (eg New Age Travellers) and so can challenge the status quo
- Part of the democratic process of communication between the people and their representatives in Parliament
- Can lead to changes in the law
- Can lead to changing ideologies and opinions
- Like minded people 'joining together' can find power in numbers
- If the media is involved, their ideas can reach large numbers of the population quickly
- Protest groups often contain people who are experts in their field and so are in a good position to provide Government policy makers with expert opinion (insider groups)
- Other reasonable response.

Arguments and evidence **against** the claim:

- Without media most protest groups are never known about by the wider society
- Many protest groups are ignored/ridiculed by wider society
- Protest groups can never challenge the power of traditional political groups and so can never be very effective
- Marxists believe pressure groups provide only an illusion of democracy and so cannot bring about real change
- Pressure groups on the whole have few resources and so little power in terms of bringing about change
- Government can ignore outsider groups
- Other reasonable response.

Expect to see a wide range of examples to exemplify and illustrate points made through the use of case study material.

[Total marks for Question 5: 25]

- 6 (a) Identify and describe two reasons why people might join a social movement. [6]

Target: Assessment Objective 1 (6 marks).

A social movement is defined as a movement to promote alternative lifestyles as opposed to being a political movement. A loosely organised coalition of different groups who come together to bring about social change on a fairly broad scale.

Two from:

- Like-minded people who have an alternative way of thinking to the dominant ideology
- No formal membership or structure, a more relaxed form of politics
- Strong feelings/opinions on a particular issue
- A keen desire to change society
- Anyone can get involved regardless of social characteristics
- Supporters tend to be young so appeal more to young people
- A chance to express individuality
- No desire to form political parties or win seats in Parliament
- Other reasonable response.

N.B. References to protest groups should also be credited as there is much overlap here.

- (b) Using examples, describe how social movements can become successful in society. [9]

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

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

- Like-minded people coming together in a common cause
- Feelings of dissatisfaction with the status quo or with a single issue that is felt strongly about
- Increased public awareness/media coverage
- Changing the attitudes, norms, values and beliefs
- Protest/demonstrations
- Celebrity involvement
- Publicity/getting stories in the news
- Direct action – often spectacular and hence newsworthy
- Leaflets/petitions
- Achieving aims as evidence of success
- Other reasonable response.

Expect to see the use of specific examples to illustrate points made.

- (c) 'Social movements make society a better place to live.'
Evaluate the arguments for and against this claim.

[10]

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

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

Arguments and evidence **for** the claim:

- Allows more people to have their voices heard
- Allows a wider range of people from different backgrounds and with different social characteristics to make their opinions known
- Can change decisions and influence the political process
- Can consist of society's least powerful people
- Allows alternative ways of thinking to be heard and alternative ways of living to be seen and discussed
- Can work at a local, national or international level
- Other reasonable response.

Arguments and evidence **against** the claim:

- Membership of social movements tends to be predominantly from the middle classes – they already have education and power
- There are many people not in a social movement who still do not have their voices or opinions heard
- Some people and social movements will have more power, resources and money and so will be more influential
- Just because social movements exist does not mean that their views will be acted upon
- Social movements often fail to get positive media coverage so reducing their potential power
- Sometimes use illegal means to get their points across
- Threatening democracy eg fear of a social movement
- Other reasonable arguments.

[Total marks for Question 6: 25]

SECTION C – RELIGION

- 7 (a) Identify and describe two ways the UK is less religious today than in the past. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Fewer people today attend church than in the past
- Fewer marriages and more cohabitation than in the past
- Higher rates of divorce
- Fewer people believe in God
- Fewer people use religious values as their guidelines on how to behave
- The Church today is rarely listened to by those in power
- Religious teaching no longer has an important place in most schools
- Previous functions of churches have today been taken over by other social agencies
- Status of the church has declined, particularly amongst young people
- Civil ceremonies
- Other reasonable response.

- (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 aspects of the process:

- Gives meaning to life, helps make sense of experiences
- Peer pressure
- Family pressure
- Coercion
- A way to come to terms with difficult situations eg bereavement
- Personal identity/self-development
- Marginalised from wider society
- Cultural defence
- Other reasonable response.

Candidates may refer to one religious movement in depth or a variety of different religious movements to show breadth in their answer.

- (c) 'Older people are more religious than younger people in the UK.'
Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- Religious attendance is higher for older people than young
- More older people believe in God than younger people
- The lifestyle of young people is less likely to follow traditional religious teachings than that of older people
- Socialisation focused more on religious teachings for older people than it does for most younger people
- Greater consumption of the media by younger people challenges many religious values
- Older people more likely to need the support of religion (eg isolation/illness/bereavement)
- Other reasonable response.

Arguments and evidence **against** the claim:

- Other social factors such as gender and ethnicity are just as likely to determine how religious a person is
- Younger people may be more privately religious
- Young people are more likely to be attracted to new religious movements
- Young people may be influenced more than older people by celebrity involvement with religion
- Religious youth groups and university groups are still manifold and present in society
- Religions modernise and change with the times and so will appeal to young people
- Increasing fundamentalism amongst the young
- Other reasonable response.

[Total mark for Question 7: 25]

- 8 (a) Identify and describe two ways religion is changing in the UK. [6]

Target: Assessment Objective 1 (6 Marks).

Two from:

- Religious organisations have become more modern eg religious TV in America/use of the internet
- Religious services increasingly incorporate modern ideas, language and references in their delivery
- There have been big changes in the role of women in many religious institutions
- Whilst traditional Trinitarian churches seem to be less popular in UK society, other religions (such as Islam) and new religious movements (such as Scientology) are becoming more popular
- Religion is often now a private rather than a public matter
- Different religious buildings, such as mosques and temples, sitting alongside churches are becoming more common
- Fundamentalist religion has had a revival in recent years
- Other reasonable response.

- (b) Using examples, describe how gender affects religious experience and behaviour. [9]

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

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

- Most religions are male dominated eg the founder; key figures and leaders are almost always male
- Women tend to be more religious than men – majority of church attendees are women
- Smaller organisations (such as sects) have tended to allow women to play a more influential role
- In Islamic societies male and female behaviour and expectations are often very different
- Since 1992 women have been able to be ordained as Anglican priests
- Feminists believe women learn from religion that their place in society is different and of less importance than men's
- Women are still unable to perform certain roles in some religions eg cannot become Catholic priests
- Relationship between gender and religion depends upon the religion in question, the specific society and changes over time
- Other reasonable response.

- (c) 'Religion in the UK is in decline.'
Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- Fewer people going to/joining places of worship/religions
- Fewer believing in God, choosing a scientific or rational explanation instead
- More faith in science than religion
- Church is less influential in society than it was before
- Increase in non-religious ceremonies eg civil weddings/naming ceremonies
- Fewer marriages/higher divorce rates
- Alternative values ie homosexuality increasingly accepted
- Young people turning away from religion in large numbers
- Other reasonable response.

Arguments and evidence **against** the claim:

- Increasing membership of ethnic minority religions
- Increasing membership of new religious movements
- Increasing numbers of religious schools
- Religion still a compulsory part of the education system
- Growth of religious TV channels
- Celebrity involvement with religion will always maintain its popularity
- Religion is still relatively popular with and important to older generations in society
- People still have religious weddings, funerals and christenings
- Religious festivals, eg Christmas, are still widely celebrated
- Increase in fundamentalism
- Other reasonable response.

[Total mark for Question 8: 25]

The following mark scheme relates generically to all Section B and Section C questions.

FOUNDATION MARK SCHEME – GENERIC PART B AND C

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

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

- | | | |
|---------------------|--|------------|
| AO1/Level 1: | Candidate reveals limited knowledge and understanding. <i>Typically answers will be based on common sense ideas.</i> | [1] |
| AO1/Level 2: | Candidate reveals basic knowledge and understanding. <i>Typically answers will include implicit sociological ideas.</i> | [2] |
| AO1/Level 3: | Candidate reveals good knowledge and understanding. <i>Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.</i> | [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 understanding; some explanation of aspects of the process; only supported by limited example with some lack of clarity. <i>Typically answers will be based on common sense ideas.</i> | [1-2] |
| AO1/Level 2: | Candidate reveals basic knowledge and understanding; usually some description of aspects of the process will be included, supported by examples. <i>Typically answers will include implicit sociological ideas.</i> | [3-5] |
| AO1/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. <i>Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.</i> | [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 may 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.* [4]

1990/02 Paper 2

SECTION A – WORK AND UNEMPLOYMENT

- 1 (a) From the evidence in **Source A**, give the **two** findings from the *working* Bangladeshi women. [2]

Target: Assessment Objective 2 (2 marks).

- five that worked said they were treated well
- five that worked said they worked in poor conditions with no breaks

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

In using two examples, candidates may refer to two types of interviews, two points to describe what an interview is or two examples of an interview.

Answers may include some of the following ideas:

Interviews are usually conducted face to face although may be via computers, phone etc. The main types of interview are unstructured, semi-structured or structured.

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 basic understanding and describes the method. *Typically answers will a definition that is not clear or no examples.* [2-3]

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

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

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

- (c) **Source B** is an example of evidence gathered from an interview. Using examples, describe **two** reasons why the evidence in **Source B** might not be accurate. [6]

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

- may contain bias in collection of evidence eg interviewer bias in questions
- may contain recording error
- may contain editorial or presentation bias, as it is a documentary
- may contain distortion of the account
- out of date; eg may be more racism in 2009/ or may feel different now
- cannot check compilation of sample
- if structured interview, validity may be affected
- if unstructured interview, may contain bias in recording
- other reasonable response.

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

AO1/Level 2: Candidate reveals 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 accurate, but it is 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 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 accurate and relates these to the evidence in the source. [3]

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

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

It is highly unlikely that any credit can be given to answers that state that this source is useful as this is a question about generaliseability and representativeness.

The main areas of discussion/issues:

- sample size – one supermarket/only looks at one type of job
- time – ten occasions, Wednesday evenings
- area – only one area, may have a different ethnic mix to others
- one person's observation.

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

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

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

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

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

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

(e) 'Ethnic minorities are treated differently at work in the UK'.

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 to measure/operationalise on life are:

- "treated differently"
- "ethnic minorities"
- "work".

Possible Evidence:

- government employment statistics
- sociological studies
- business data
- other reasonable response.

Possible methods:

- interviews
- questionnaires
- experiments
- observation
- participant observation
- case studies
- other suitable response.

AO1/Level 1:	Candidate reveals limited knowledge and/or 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 the area of social life and a range of methods and sources of evidence, including primary and secondary. [4-5]
AO2/Level 1:	Candidate makes some connection between the selection of methods and/or sources of evidence and/or the aim/area of the investigation but there is little reasoned explanation. [1]
AO2/Level 2:	Candidate connect some of the selection of methods and/or sources of evidence in relation to the aim/area of the investigation. [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. This should be used in conjunction with your generic Section B and C mark scheme, found at the back of your pack.

SECTION B – EDUCATION

- 2 (a) Identify and describe two alternatives to comprehensive schools. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- private/Independent schools
- public schools
- home schooling
- academy schools
- specialist status schools
- faith schools
- special needs school
- boarding school
- single sex school
- other reasonable response.

- (b) Using examples, describe how schools socialise students into their gender roles. [9]

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

Answers that consider both traditional and non traditional gender roles will be credited.

Candidates may explain the following aspects of the process:

- hidden curriculum: eg labelling
- hidden curriculum: eg expectations
- hidden curriculum: eg subject choice
- formal curriculum: eg P.E. groups/sports
- single sex teaching
- other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

- (c) 'Schools are only there to get students to pass exams'.
Evaluate the arguments for and against this claim. [10]

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

Candidates may discuss and evaluate the following aspects of the claim:
Responses may not have offered a balanced debate

Arguments and evidence **for** the claim:

- formal curriculum: teacher role
- national curriculum
- government expectations of teacher/school role
- governors' expectations of teacher/school role
- league tables
- parental expectations
- employers expectations for qualifications
- other reasonable arguments.

Arguments and evidence **against** the claim:

- economic role – teaching skills for work eg computer skills
- selective role – choosing through academic meritocracy the job roles
- socialisation role – teaching society's norms and values
- social control role – teaching obedience and acceptance of authority
- political role – teaching people to be effective citizens
- Other reasonable arguments.

[Total mark for Question 2: 25]

SECTION C – THE MASS MEDIA

- 3 (a) Identify and describe two recent technological developments in the mass media . [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- satellite eg television, radio etc
- digital eg television, radio etc
- convergence ie the media becoming one, eg phones you can watch films on
- interactivity eg digital voting
- computers eg email
- other reasonable response.

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

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

Responses may refer to examples of bias or groups that control and can bias mass media.

Candidate may explain the following aspects of the process:

- censorship from the government eg D notice
- owner's control through employment of those who portray their view
- editor's control
- programme maker's control
- portrayal of certain groups in certain ways eg women as inferior
- news values
- political bias eg newspapers
- other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

- (c) 'The mass media are only there to entertain their audience'.
Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- uses and gratifications model, we watch what we choose for our own purpose, which may be entertainment eg comedy
- media helps us fill time
- media relaxes us
- media deviates from our problems
- Other reasonable response.

Arguments and evidence **against** the claim:

- media may be there to give us information eg news
- personal identity – to gain insight into ourselves eg Ricki Lake
- personal relationships – to give us company eg involved in soap characters lives to substitute a lack of human contact
- marxist view ie to keep false consciousness and encourage consumption
- to control the masses
- to advertise and sell products
- other reasonable response.

[Total Mark for Question 3: 25]

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

Target: Assessment Objective 1 (6 marks).

Two from:

- audience
- government
- owners
- editors
- programme/media managers
- advertisers
- journalists
- other reasonable response.

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

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

Candidate may explain the following aspects of the process:

- repetition of images eg men never crying
- selection eg men in magazines are always strong looking
- distortion eg the media does not show the more feminine sides of its male politicians
- sex stereotypical advertising eg male bread winner
- omission eg male soap characters never have to deal with physical self esteem issues
- portrayal of certain roles eg bosses in soaps are male unless there is a point to make
- other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

Answers may focus on stereotypes and not on how, but these answers are unlikely to have enough sociology to reach top level AO1

- (c) 'The mass media do not affect people's behaviour'.
Evaluate the arguments for and against this claim.

[10]

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

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

Arguments and evidence **for** the claim:

- uses and gratifications model
- audience control media, not the other way around
- two step flow model
- pluralism
- ignoring media
- influence to other agents of socialisation
- other reasonable response.

Arguments and evidence **against** the claim:

- hypodermic syringe eg copy cat killings
- cultural effects model
- moral panics
- effect of advertising
- voting behaviour
- interactivity
- copying celebrity lifestyle eg size zero
- other reasonable response.

[Total marks for Question 4: 25]

SECTION C – POVERTY

- 5 (a) Identify and describe two reasons why ethnicity can affect a person's chances of being poor. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- racism in employment, less likely to get jobs, stuck in low paid jobs
- lack of necessary skills to gain well paid jobs, eg language, qualifications
- racism in education, leading to low qualifications and thus low paid jobs
- cultural differences eg whether females work
- low take up of benefits (Bloch)
- positively: eg Chinese Indians having above average levels of education achievement and thus a lower risk of poverty
- other reasonable response.

- (b) Using examples, describe how poverty can affect people's health. [9]

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

Candidate may explain the following aspects:

- diet
- housing
- private health
- cultural eg more likely to smoke
- inverse care law
- unemployment leads to poor mental and physical health
- other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

- (c) 'The main cause of poverty is laziness'.
Evaluate the arguments for and against this claim.

[10]

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

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

Arguments and evidence **for** the claim:

- underclass arguments
- culture of dependency
- culture of poverty
- cycle of deprivation (focus on poor values)
- other reasonable response.

Arguments and evidence **against** the claim:

- poverty trap
- marxist structural explanations
- lack of jobs etc
- cycle of deprivation (focus on cycle)
- discriminatory factors eg class, race or gender
- other reasonable response.

[Total marks for Question 5: 25]

- 6 (a) Identify and describe two ways to reduce poverty. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- government involvement eg benefits; policy such as minimum wage
- charity involvement
- private industry involvement eg housing association
- individual solutions eg getting a job
- cultural solutions eg changing symptoms such as births outside marriage
- other reasonable response.

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

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

Candidates may explain the following aspects of the process:

- absolute measures eg Rowntree
- relative measures eg Townsend
- half below average income
- benefit measures
- subjective poverty
- other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

- (c) 'The welfare state has solved poverty'.
Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- welfare state is there to ensure equality through benefits, job seekers allowance etc
- government law protects everyone from employment discrimination eg sex discrimination act, minimum wage etc
- other reasonable response.

Arguments and evidence **against** the claim:

- still ill health eg NHS waiting lists
- still squalor eg homeless
- still poverty with benefits eg poverty trap
- still ignorance eg failures of education
- still unemployment problem
- there are other solutions eg charity
- relative poverty will always exist
- other reasonable response.

[Total marks for Question 6: 25]

SECTION C – CONTEMPORARY SOCIAL CHANGES

- 7 (a) Identify and describe two main trends in technological development. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- information and communications technologies eg internet
- bio-technology eg cloning and genetic engineering
- medical technology eg artificial limbs
- material technology eg friction reducing materials
- mechanical technology eg automation
- other reasonable response.

- (b) Using examples, describe how people's lives may be affected by technological change. [9]

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

Candidates may explain the following aspects of the process:

- increasing speed of work and productivity
- increasing safety at work for workers
- more educational opportunities
- improved health care, lengthening lives
- improved communications/access to knowledge
- increased mobility
- less job security, lack of certain jobs/industries
- changing nature of work eg longer working hours
- other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

- (c) 'Poor countries just need the right machinery to develop'. Evaluate the arguments for and against this claim. [10]

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

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

Arguments and evidence **for** the claim:

- boost economy
- better transport leads to geographical mobility which will aid employment
- better health care, better health and better workforce
- attracts business
- other reasonable response.

Arguments and evidence **against** the claim:

- sustainable development is more important
- different countries have different needs eg a country with rainforest may cause pollution by getting rid of its forest for technological development
- machinery and technological development has a human cost eg loss of jobs
- international business possibly attracted in by the machinery may kill off local economy
- other reasonable response.

[Total mark for Question 7: 25]

- 8 (a) Identify and describe two problems with rapid population growth. [6]

Target: Assessment Objective 1 (6 marks).

Two from

- lack of resources
- lack of access to possible health care
- lack of workers
- possible lack of education
- possible cultural clash.

- (b) Using examples, describe the reasons for the increase in elderly people in many countries. [9]

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

Candidate may describe the following ways:

- better health care
- good welfare provision in some countries
- birth control improved health of women
- better sanitation
- better housing
- better diet
- other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

- (c) The way people choose to live is the main influence on life expectancy'. Evaluate the arguments for and against this claim. [10]

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

Candidates may discuss and evaluate the following aspects of the claim in relation to studies in gender, class and race:

Arguments and evidence **for** the claim:

- lifestyle choices that affect life expectancy eg risk taking activities – smoking/drinking/eating fast food
- choosing whether to access the health service eg going for health checks – smear tests etc
- other reasonable arguments.

Arguments and evidence **against** the claim:

- discrimination from the Health service eg not producing leaflets in alternative languages
- deprivation eg cost of a decent diet
- biological factors eg females being physically likely to survive longer than males
- structural factors eg poor housing
- other reasonable response.

[Total mark for Question 8: 25]

[Total mark: 80]

The following mark scheme relates generically to all Section B and Section C questions.

FOUNDATION MARK SCHEME – GENERIC PART B AND C

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

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

- | | |
|---------------------|---|
| AO1/Level 1: | Candidate reveals limited knowledge and understanding. <i>Typically answers will be based on common sense ideas.</i> [1] |
| AO1/Level 2: | Candidate reveals basic knowledge and understanding. <i>Typically answers will include implicit sociological ideas.</i> [2] |
| AO1/Level 3 | Candidate reveals good knowledge and understanding. <i>Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.</i> [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 understanding; some explanation of aspects of the process; only supported by limited example/s with some lack of clarity. Typically answers will be based on common sense ideas. [1-2] |
| AO1/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] |
| AO1/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 use 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]
- AO2/Level 1:** 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]
- AO3/Level 1:** 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 simpler manner to make some limited points or arguments that may 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 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.* [4]

[Total mark for Question: 25]

1990/03 Paper 3

SECTION A – FAMILY AND IDENTITY

1 (a) From the evidence in Source A:

(i) which present was wanted by the largest number of girls? [1]

Mobile phone

(ii) how many boys wanted sports equipment for their birthday? [1]

Six

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

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

(b) Source B is based upon evidence gathered from observations. [6]

Using examples, explain three reasons why the evidence in Source B might not be accurate.

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

The evidence from the observations in this particular case might not be accurate because:

Three from:

- Only observed at the weekend - is this accurate for other times in the week?
- Only observed for one hour - outside of this hour behaviour may be very different
- As the families knew they were being researched, they may have acted differently to normal - Hawthorne effect
- May contain errors/omissions/bias in observation and/or in the recording of the findings
- Adapted source - may not give the true/whole picture found
- Completed by a student sociologist - inexperienced
- Sample size small to accurately represent all families therefore can question the accuracy of any findings/trends
- Only three types of families were observed so might not be accurate for other family types
- Other reasonable response

AO1/Level 1: Candidate reveals a limited or partial understanding of the method/evidence and explains with some lack of clarity. *Typically answers will be based on common sense or have very little 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 clearly identifies **one** reason why this type of evidence may not be accurate but may not be clearly explained or related to the source. [1]

AO2/Level 2: Candidate clearly identifies **two** reasons why this type of evidence may not be accurate but not clearly explained or related to 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]

(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).

There are 3 possible areas of discussion/issues:

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

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

- Source C links the type of family a person lives in with educational achievement, Source B makes no mention of this
- Source B portrays life in a nuclear family negatively whereas Source C says nuclear families are the best ones to be brought up in (expect specific reference to the findings here)
- Source B uses a sample of 3 different family types whereas Source C is a sample of 2000 young people
- Source B is primary research (observations) whereas Source C is secondary evidence
- Source B is from an A Level student's research whereas Source C is from a media report
- Both sources are taken from the same year, 2009
- Other reasonable response.

AO1/Level 1: Candidate reveals a limited 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]
Typically answers will rely on copied material from the sources.

AO1/Level 2: Candidate reveals a basic 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]
Typically answers will show some understanding although may still rely on some copying from the sources.

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]
Typically answers will understand content and/or nature of evidence.

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 two links/issues with some explanation for a conclusion about the degree of support. [2]

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

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

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

It is highly unlikely that any credit can be given to answers that state that this source is useful as this is a question about generaliseability and representativeness.

The main areas of discussion/issues:

- Sample size - only 10 interviewees, can't represent all children's experiences
- Sample location - in Leeds, a Northern city - experiences may be very different in other areas of the country or in rural locations
- All interviewees are from a private school - the sample will thus be class biased and so can't represent the experiences of all children
- All the interviewees are boys - girls' experiences may be very different
- All the interviewees live in nuclear families, experiences in other family types may well be very different
- The experiences of the boy quoted in the source may be unique to him and so not useful when looking at the experiences of all children
- Other reasonable response.

AO1/Level 1: Candidate reveals a limited or partial 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 some 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 **one** area with limited or partial explanation. [1]

AO2/Level 2: Candidate evaluates more than one area with some explanation. [2]

AO2/Level 3: Candidate evaluates more than one area with good explanation. [3]

- (e) **‘Families teach children their gender roles’. 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).

Candidate may identify the following:

Aspects to measure/operationalise are:

- ‘Families’; ‘teach’; ‘gender roles’; other reasonable response

Possible methods:

- Interviews
- Questionnaires
- Surveys
- Observation
- Participant, Observation
- Experiments
- Case Studies
- Other suitable method.

Possible types of evidence:

- Official and other statistics eg on gender roles in society
- Previous sociological and other research eg Oakley
- Media material
- Documentary evidence
- Diaries
- Other suitable evidence.

AO1/Level 1: Candidate reveals limited or partial knowledge and some understanding of the area of social life and/or limited methods/sources of evidence. [1]
Typically answers will focus on either method or area and largely be based on common sense.

AO1/Level 2: Candidate reveals basic knowledge and understanding of area of social life and one or more methods/sources of evidence. [2-3]
Typically answers will show implicit sociological knowledge, or will not have mentioned secondary evidence.

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

AO2/Level 1: Candidate makes some connection between the selection of methods and/or sources of evidence and/or the aim/area of the investigation, but there is little reasoned explanation. [1]
Typically answers will implicitly refer to the area of study eg a mention of a relevant sample group or for justification may not refer to the aims of the study.

AO2/Level 2: Candidate comments and explains the selection of methods and/or sources of evidence in relation to the aim/area of the investigation. **[2-3]**
Typically answers will have explicit justification but may well rely on connection to the area of study not the aim.

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]**
Typically answers will justify choices and attempt to connect them to the aim of the study.

[Total mark for Question 1: 30]

Below is the question specific mark scheme for all Section B and Section C questions. This should be used in conjunction with your generic Section B and C mark scheme, found at the back of your pack.

SECTION B – POWER AND CITIZENSHIP

- 2 (a) Identify and describe three factors that affect voting behaviour. [6]

Target: Assessment Objectives 1 (6 marks).

Three from:

- Social class
- Age
- Gender
- Ethnicity
- Location
- Religion
- Policies
- Mass media
- Party image
- Family socialisation
- Peers, friends or colleagues
- Practical factors
- Types of voters ie loyal0
- Other reasonable response.

- (b) Using examples, explain how democracies and dictatorships are different. [9]

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

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

- In a dictatorship, power is based on coercion, whereas in a democracy it is based on authority
- Democracies are 'governed by the people' as we elect MPs to govern on our behalf so power can be said to be with the public
- Referendums are held in democracies - the electorate have the power to have a say in the country's decision making
- In a democracy, we have the power to start or join a political party
- In a democracy, we have the power to start or join a pressure group and get involved in campaigns
- In a democracy, we have the power to write to our MP
- In a democracy, we have the power to write to the press and express our views and opinions
- In a dictatorship, power is concentrated in the hands of a dictator who has absolute control
- In a dictatorship, power is often gained through fear
- In a dictatorship, the Government often has complete power and control over its citizens
- In a dictatorship, social institutions such as the media, the police and the legal system are not independent - the Government has power over them
- In military dictatorships, power is held by high ranking members of the armed forces
- Other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

- (c) **'Males and females now have equal power in the UK'. [10]**
Evaluate this claim.

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

Candidate may discuss and evaluate the following aspects of the claim:

Arguments and evidence **for** the claim:

- Equal Opportunities Legislation
- Changing aspirations of women
- Feminism/'girl power'
- Females outperform males in the education system
- Increasing numbers of career/working women
- Increasing numbers of women occupying high status/highly paid jobs
- Contraception gives women power to choose whether/when to have a family
- Large numbers of powerful women now seen in the media - role models
- Rise of 'new men' and 'ladettes'
- Other reasonable response.

Arguments and evidence **against** the claim:

- Patriarchy/sexism
- Males still dominate most positions of power in society
- Gender role socialisation
- Women are the majority of the part-time workforce
- Women still earn on average less than men/glass ceiling
- Women still have the main responsibility for childcare and housework/dual burden
- Males are not as valued as parents - little paternity leave/unlikely to get custody of children after a divorce
- Domestic violence
- Power distribution may depend on the ethnicity/culture of the male/female
- Other reasonable response.

[Total mark for Question 2: 25]

SECTION C - CRIME, DEVIANCE AND SOCIAL CONTROL

- 3 (a) **Identify and describe three reasons why crime might not be reported to the police.** [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Regarded as too trivial/petty
- Don't believe the police can/will do anything
- Victims see it as a private matter
- Feel humiliated/embarrassed (eg sexual assault)
- Not known about (eg corporate crime)
- Victim suffered no loss
- Employers may prefer to deal with crimes that have happened in the workplace 'in-house' rather than involve the police
- Crimes with no victim
- Other reasonable response.

- (b) **Using examples, explain the different ways of measuring crime.** [9]

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

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

- Official crime statistics
- Self report studies
- BCS (British Crime Survey)
- Local victim surveys
- Media reporting
- Other reasonable response.

- (c) **'People commit crime because they have not been socialised properly.'** [10]
Evaluate this claim.

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

Candidate may discuss and evaluate the following aspects of the claim:

Arguments and evidence **for** the claim:

- Lack of effective social control/socialisation in the home
- Lack of teaching and reinforcement of society's norms and values
- Learning of criminal norms and values/criminal role models in the family
- New Right - lack of a father figure in lone parent families
- Living in a subculture eg culture of poverty
- Other reasonable response.

Arguments and evidence **against** the claim:

- Status frustration
- Labelling theory/stereotyping
- Anomie
- Subcultural theory eg gang culture
- White collar/corporate crime

- Peer group pressure
- Marxism-lack of opportunity/political protest
- Crime as a source of excitement/pleasure
- Different patterns of socialisation for genders/classes etc
- Other reasonable response.

[Total Mark for Question 3: 25]

4 (a) Identify and describe three informal agencies of social control. [6]

Target: Assessment Objective 1 (6 marks)

Three from:

- Families
- Peer groups
- Religions
- Mass media
- Schools
- The workplace
- Other reasonable response

(b) Using examples, explain possible solutions to crime. [9]

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

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

- Better socialisation in the family
- Functionalism-shared values/consensus
- Marxism-greater equality in society=reduce status frustration and anomie
- Increased employment opportunities
- Tougher social control ie longer prison sentences
- Informal social control-rewards and sanctions
- Formal social control
- Less labelling/stereotyping-could link to media scapegoating/moral panics/folk devils
- Greater/more effective surveillance
- Education
- Other reasonable response.

**(c) 'Most crime is committed by young men'. [10]
Evaluate this claim.**

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

Candidate may discuss and evaluate the following aspects of the claim:

Arguments and evidence **for** the claim:

- According to official statistics, the statement is true for both gender and age
- Differential gender socialisation
- Opportunity - women do more in the private sphere which reduces opportunities for crime
- Social control - girls tend to be more closely supervised by parents
- Peer pressure/subcultures
- Status frustration
- Use of and effects of alcohol and drugs
- Matza - drift theory
- Other reasonable response.

Arguments and evidence **against** the claim:

- Female crime less likely to be reported
- Self-Report study data shows gap between males and females offending is much smaller than the official statistics suggest
- Female crime rate is increasing
- Greater opportunity for women to commit crime today - work and leisure
- Chivalry factor - police more likely to caution than charge women; courts likely to impose lighter sentences
- Crime by older people may be under-recorded - white collar crime/corporate crime
- Media stereotyping of young males as criminals/delinquents may lead to their offences being noticed more
- Police labelling/targeting of young males
- Other reasonable response.

[Total marks for Question 4: 25]

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

Target: Assessment Objective 1 (6 marks)

Three from:

- Animal Liberation Front
- Greenpeace
- Shelter
- Amnesty International
- Fathers for Justice
- Other reasonable response.

NB Candidates describing social movements such as anti-nuclear/ feminist should also be credited as there is so much overlap between social movements and protest groups.

(b) Using examples, explain the ways a group can protest without breaking the law. [9]

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

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

- Campaigning
- Legal publicity stunts
- Petitions
- Contact the media
- Celebrity endorsement
- A trade union can strike
- Non-violent direct action
- Lobbying MPs
- Demonstrations
- Public meetings
- Publishing leaflets
- Conducting research
- Other reasonable response.

Expect candidates to refer to case study examples in their responses.

(c) 'Protest groups do change 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 claim:

Arguments and evidence **for** the claim:

- Protest groups give a voice to the least powerful people in society and so allow them to change it
- Often attracts those who reject the traditional norms and values of society (eg New Age Travellers) and so can challenge the status quo
- Part of the democratic process of communication between the people and their representatives in Parliament

- Can lead to changes in the law
- Can lead to changing ideologies and opinions
- Like minded people 'joining together' can find power in numbers
- If the media is involved, their ideas can reach large numbers of the population quickly
- Protest groups often contain people who are experts in their field and so are in a good position to provide Government policy makers with expert opinion (insider groups)
- Other reasonable response.

Arguments and evidence **against** the claim:

- Without media attention most protest groups are never known about by the wider society
- Many protest groups are ignored/ridiculed by wider society
- Protest groups can never challenge the power of traditional political groups and so can never be very effective
- Marxists believe pressure groups provide only an illusion of democracy and so cannot bring about real change
- Pressure groups on the whole have few resources and so little power in terms of bringing about change
- Government can ignore outsider groups
- Other reasonable response.

Expect to see a wide range of examples to exemplify and illustrate the points made through the use of case study material.

[Total marks for Question 5: 25]

- 6 (a) Identify and describe three reasons why people might join a social movement. [6]

Target: Assessment Objective 1 (6 marks).

A social movement is defined as a movement to promote alternative lifestyles as opposed to being a political movement. A loosely organised coalition of different groups who come together to bring about social change on a fairly broad scale.

Three from:

- Like-minded people who have an alternative way of thinking to the dominant ideology
- No formal membership or structure; a more relaxed form of politics
- Strong feelings/opinions on a particular issue
- A keen desire to change society
- Anyone can get involved regardless of social characteristics
- Supporters tend to be young so appeal more to young people
- A chance to express individuality
- No desire to form political parties or win seats in Parliament
- Other reasonable response.

NB References to protest groups should also be credited as there is much overlap here.

- (b) Using examples, explain how social movements can become successful in society. [9]

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

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

- Like-minded people coming together in a common cause
- Feelings of dissatisfaction with the status quo or with a single issue that is felt strongly about
- Increased public awareness/media coverage
- Challenge to traditional political structures
- Changing attitudes, norms, values and beliefs
- Protest/demonstrations
- Celebrity involvement
- Publicity/getting stories into the news
- Direct action - often spectacular and hence newsworthy
- Leaflets/petitions
- Achieving aims as evidence of success
- Other reasonable response.

Expect to see the use of specific examples to illustrate points made.

- (c) **‘Social movements make society a better place to live.’** [10]
Evaluate this claim.

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

Candidate may discuss and evaluate the following aspects of the claim:

Arguments and evidence **for** the claim:

- Allows more people to have their voices heard
- Allows a wider range of people from different backgrounds and with different social characteristics to make their opinions known
- Can change decisions and influence the political process
- Can consist of society's least powerful people
- Allows alternative ways of thinking to be heard and alternative ways of living to be seen and discussed
- Can work at a local, national or international level
- Other reasonable response.

Arguments and evidence **against** the claim:

- Membership of social movements tends to be predominantly from the middle classes – they already have education and power
- There are many people not in a social movement who still do not have their voices or opinions heard
- Some people and social movements will have more power, resources and money and so will be more influential
- Just because social movements exist does not mean that their views will be acted upon
- Social movements often fail to get positive media coverage so reducing their potential power
- Sometimes use illegal means to get their points across
- Threatening democracy eg fear of a social movement
- Other reasonable response.

[Total marks for Question 6: 25]

SECTION C – RELIGION

- 7 (a) Identify and describe three ways the UK is less religious today than in the past. [6]**

Target: Assessment Objective 1 (6 marks).

Three from:

- Fewer people today attend church than in the past
- Fewer marriages and more cohabitation than in the past
- Higher rates of divorce
- Fewer people believe in God
- Fewer people use religious values as their guidelines on how to behave
- The Church today is rarely listened to by those in power
- Religious teaching no longer has an important place in most schools
- Previous functions of churches have today been taken over by other social agencies
- Status of the church has declined, particularly amongst younger people
- Civil ceremonies
- Other reasonable response.

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

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

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

- Gives meaning to life, helps make sense of experiences
- Peer pressure
- Family pressure
- Coercion
- A way to come to terms with difficult situations ie bereavement
- Personal identity/self-development
- Marginalised from wider society
- Cultural defence
- Other reasonable response.

Candidates may refer to one religious movement in depth or a variety of different religious movements to show breadth in their answer

- (c) **Older people are more religious than younger people in the UK'. Evaluate this claim.** [10]

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

Candidate may discuss and evaluate the following aspects of the claim:

Arguments and evidence **for** the claim:

- Religious attendance is higher for older people than young
- More older people believe in God than younger people
- The lifestyle of young people is less likely to follow traditional religious teachings than that of older people
- Socialisation focused more on religious teachings for older people than it does for most younger people
- Greater consumption of the media by younger people challenges many religious values
- Older people more likely to need the support of religion (eg isolation/ illness/bereavement)
- Other reasonable response.

Arguments and evidence **against** the claim:

- Other social factors such as gender and ethnicity are just as likely to determine a person's religion as is age-how religious a person is depends on factors such as these too
- Younger people may be more privately religious
- Young people are more likely to be attracted to new religious movements
- Young people may be influenced more than older people by celebrity involvement with religion
- Religious young groups and university groups are still manifold and present in society
- Religions modernise and change with the times and so will appeal to young people
- Increasing fundamentalism amongst the young
- Other reasonable response.

[Total mark for Question 7: 25]

8 (a) Identify and describe three ways religion is changing in the UK. [6]

Target: Assessment Objective 1 (6 Marks).

Three from:

- Religious organisations have become more modern ie religious TV in America/use of the internet
- Religious services increasingly incorporate modern ideas, language and references in their delivery
- There have been big changes in the role of women in many religious institutions
- Whilst traditional Trinitarian churches seem to be less popular in UK society, other religions (such as Islam) and new religious movements (such as scientology) are becoming more popular
- Religion is often now a private rather than a public matter
- Different religious buildings such as mosques and temples, sitting alongside churches are becoming more common
- Fundamental religion has had a revival in recent years
- Other reasonable response.

(b) Using examples, explain how gender affects religious experience and behaviour. [9]

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

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

- Most religions are male dominated ie the founder, key figures and leaders are almost always male
- Women tend to more religious than men - majority of church attendees are women
- Smaller organisations (such as sects) have tended to allow women to play a more influential role
- In Islamic societies male and female behaviour and expectations are often very different
- Since 1992 women have been able to be ordained as Anglican priests
- Feminists believe women learn from religion that their place in society is different and of less importance than men's
- Women are still unable to perform certain roles in some religions eg cannot become Catholic priests
- Relationship between gender and religion depends upon the religion in question, the specific society and changes over time
- Other reasonable response.

- (c) **‘Religion in the UK is in decline’.** [10]
Evaluate this claim.

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

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

Arguments and evidence **for** the claim:

- Fewer people going to/joining places of worship/religions
- Fewer believing in God, choosing a scientific or rational explanation instead
- More faith in science than religion
- Church is less influential in society than it was before
- Increase in non-religious ceremonies ie civil weddings/naming ceremonies
- Fewer marriages/higher divorce rates
- Alternative values ie homosexuality increasingly accepted
- Young people turning away from religion in large numbers
- Other reasonable arguments.

Arguments and evidence **against** the claim:

- Increasing membership of ethnic minority religions
- Increasing membership of new religious movements
- Increasing numbers of religious schools
- Religion still a compulsory part of the education system
- Growth of religious TV channels
- Celebrity involvement with religion will always maintain its popularity
- Religion is still relatively popular with and important to older generations in society
- People still have religious weddings, funerals and christenings
- Religious festivals eg Christmas are still widely celebrated
- Increase in fundamentalism
- Other reasonable arguments.

[Total mark for Question 8: 25]

[Total mark: 80]

MARK SCHEME HIGHER

SECTION B & C Generic mark scheme Higher paper

(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).

AO1/Level 1: Candidate reveals limited knowledge and understanding; some explanation of aspects of the process supported by examples; 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]

AO1/Level 2: Candidate reveals basic knowledge and understanding; explanation of several aspects of the process supported by several 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 wide ranging 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 wide ranging 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 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. *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 ie 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. *Typically answers will offer a clear evaluation but may lack a conclusion.* [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. [4]

Total mark: [25]

1990/04 Paper 4

SECTION A – WORK AND UNEMPLOYMENT

- 1 (a) From the evidence in **Source A**, give the **two** findings from the *working* Bangladeshi women. [2]

Target: Assessment Objective 2 (2 marks).

- five that worked said they were treated well
- five that worked said they worked in poor conditions with no breaks

- (b) **Source B** is based upon evidence gathered from an interview.

Using examples, explain three reasons why the evidence in **Source B** may not be accurate. [6]

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

Three reasons from:

- May contain bias in collection of evidence eg interviewer bias in questions
- May contain recording error
- May contain editorial or presentational bias as it is a documentary
- May contain distortion of account
- Out of date eg may be more racism in 2009/or may feel different now
- Cannot check compilation of sample
- If structured interview, validity may be affected
- If unstructured interview, may contain bias in recording
- Other reasonable response.

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

AO1/Level 2: Candidate reveals 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 clearly identifies **one** reason why this type of evidence may not be accurate but may not be clearly explained or related to the source. [1]

AO2/Level 2: Candidate clearly identified **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]

(c) To what extent does the evidence in <u>Source C</u> support the evidence in Source D? Explain your answer.	[6]
Target: Assessment Objectives 1 (3 marks) and 2 (3 marks).	
There are 3 possible areas of discussion/issues:	
<ul style="list-style-type: none"> • The strengths and weaknesses of the type of evidence represented in each source and their effects on drawing conclusions. • The links between the information/arguments in each source. • The comparison of methods. 	
<p>The candidates may identify the following links/issues in evaluating the support of Source C for Source D.</p> <ul style="list-style-type: none"> • Both are on information about ethnicity and employment • Although D includes gender as well • Support of the idea that some ethnic minorities face discrimination eg in D ethnic minorities seemed to have the inferior jobs and in C Afro Caribbeans are less likely to be owners • Dates are different • Could not be trusted, as C is statistics and can be manipulated etc. and D by the nature of the evidence • C offers a wider picture of ethnic groups • Other reasonable response. 	
<p>AO1/Level 1: Candidate reveals a limited 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. <i>Typically answers will rely on copied material from the sources</i></p>	[1]
<p>AO1/Level 2: Candidate reveals a basic 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. <i>Typically answers will show some understanding although may still rely on some copying from sources.</i></p>	[2]
<p>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. <i>Answers will show understanding of content and/or nature of evidence.</i></p>	[3]
<p>AO2/Level 1: Candidate discusses one or more links/issues but without clear explanation or explicit conclusion about degree of support, a partial explanation.</p>	[1]
<p>AO2/Level 2: Candidate evaluates one or more links/issues with some clear explanation or explicit conclusion for a conclusion about the degree of support.</p>	[2]
<p>AO2/Level 3: Candidate evaluates two or more links/issues with clear explanation for a conclusion about degree of support.</p>	[3]

- (d) How useful is **Source D** as evidence of the experience of **all** workers? [6]

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

It is highly unlikely that any credit can be given to answers that state that this source is useful as this is a question about generaliseability and representativeness.

The main areas of discussion/issues:

- Sample size – one supermarket/ only looks at one type of job
- Time – 10 occasions, Wednesday evenings
- Area – only one area may have a different ethnic mix to others
- 1 person's observation
- Other reasonable response.

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

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

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

AO2/Level 1: Candidate evaluates **one** area with limited 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]

- (e) 'Ethnic minorities are treated differently at work in the UK'. 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 'treated differently'; 'ethnic minorities'; 'work'

- Possible evidence:
-
- Government employment statistics
- Other sociological studies
- Business Data
- Other reasonable response.

Possible methods:

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

AO1/Level 1: Candidate reveals limited or partial knowledge and understanding of the area of social life and/or limited methods/sources of evidence. *Typically answers will focus on either method or area and largely be based on common sense.* [1]

AO1/Level 2: Candidate reveals basic knowledge and understanding of the area of social life and one or more methods/sources of evidence. *Typically answers will show implicit sociological knowledge, or will not have mentioned secondary evidence. To gain 3 marks more than one method/source of evidence will be used.* [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, including primary and secondary. *Typically answers will show sociological knowledge and mentioned secondary evidence.* [4-5]

AO2/Level 1: Candidate makes some connection between the selection of methods and sources of evidence and/or the aim of the investigation but there is little reasoned explanation. *Typically answers will implicitly refer to the area of study eg a mention of a relevant sample group and for justification, may not refer to the aims of the study.* [1]

AO2/Level 2: Candidate explains and justifies the selection of methods and sources of evidence in relation to the aim of the investigation. *Typically answers will have explicit justification but may well rely on connection to the area of study, not the aim.* [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. *Typically answers will justify choices and attempt to connect them to the aim of the study.* [4-5]

[Total mark for Question 1: 30]

Below is the question specific mark scheme for all Section B and Section C questions. This should be used in conjunction with your generic Section B and C mark scheme, found at the back of your pack.

SECTION B – EDUCATION

- 2 (a) Identify and describe three alternatives to comprehensive schools. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Private/Independent schools
- Grammar schools
- Public schools
- Home schooling
- Academy schools
- Specialist status schools
- Faith schools
- Special Needs schools
- Boarding school
- Single Sex school
- Other reasonable response.

- (b) Using examples, explain how schools socialise students into their gender roles. [9]

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

Answers that consider both traditional and non-traditional gender roles will be credited.

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

- Hidden curriculum: eg labelling
 - Hidden curriculum: eg expectations
 - Hidden curriculum: eg subject choice
 - Formal curriculum: eg PE groups/sports
 - Hidden curriculum-uniform
 - Careers advice
 - Other reasonable response.
-
- Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.
 -

- (c) • 'Schools are only there to get students to pass exams'. [10]
• Evaluate this claim.

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

Candidates may discuss and evaluate the following aspects of the claim:
Responses may not have offered a balanced debate

Arguments and evidence **for** the claim:

- Formal curriculum: teacher role/national curriculum
- Government expectations of teacher/school role
- Governors' expectations of teacher/school/role
- League tables
- Parental expectations
- Employers' expectations of qualifications
- Other reasonable response.

Arguments and evidence **against** the claim:

- Economics role - teaching skills for work eg computer skills
- Selective role - choosing through academic meritocracy the job roles
- Socialisation role - teaching society's norms and values
- Social control role - teaching obedience and acceptance of authority
- Political role - teaching people to be effective citizens
- Other reasonable response.

[Total mark for Question 2: 25]

SECTION C – THE MASS MEDIA

- 3 (a) Identify and describe three recent technological developments in the mass media. [6]**

Target: Assessment Objective 1 (6 marks).

Three from:

- Satellite eg television, radio etc
- Digital eg television, radio etc
- Convergence ie the media becoming one eg phones you can watch films on
- Interactivity eg digital voting
- Computers eg e-mail
- Other reasonable response.

- (b) Using examples, explain how the mass media are biased. [9]**

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

Responses may refer to examples of bias or groups that control and can bias mass media.

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

- Censorship from the Government eg D notice
- Owner's control through employment of those who portray their view
- Editor's control
- Programme maker's control
- Portrayal of certain groups in certain ways eg women as inferior
- News values
- Political bias eg newspapers
- Other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

- (c) **‘The media are only there to entertain their audience’.** [10]
Evaluate this claim.

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

Candidate may discuss and evaluate the following aspects of the claim:

Arguments and evidence **for** the claim:

- Uses and gratifications model, we watch what we choose for our own purpose, which may be entertainment eg comedy
- Media helps us fill time
- Media relaxes us
- Media deviates from our problems
- Other reasonable response.

Arguments and evidence **against** the claim:

- Media may be there to give us information eg news
- Personal identity - to gain insight into ourselves eg Ricki Lake
- Personal relationships - to give us company eg involved in soap characters lives to substitute lack of human contact
- Marxist view to keep false consciousness and encourage consumption
- To control the masses
- To advertise and sell products
- Other reasonable response.

[Total Mark for Question 3: 25]

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

Target: Assessment Objective 1 (6 marks).

Three from:

- Audience
- Government
- Owners
- Editors
- Programme/media managers
- Advertisers
- Journalists
- Other reasonable response.

- (b) Using examples, explain how the mass media stereotype men. [9]

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

Candidate may identify and explain three of the following aspects of the process:

- Repetition of images eg men never crying
- Selection eg men in magazines are always strong looking
- Distortion eg the media does not show the more feminine sides of its male politicians
- Sex stereotypical advertising eg male breadwinner
- Omission eg male soap characters never have to deal with physical self esteem issues
- Portrayal of certain roles eg bosses in soaps are male unless there is a point to make
- Other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

Answers may focus on stereotypes and not on how, but these answers are unlikely to have enough sociology to reach top level AO1.

- (c) **The mass media do not affect people's behaviour. Evaluate this claim.** [10]

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

Candidate may discuss and evaluate the following aspects of the claim:

Arguments and evidence for the claim:

- Uses and gratifications model
- Audience control media, not the other way around
- Two step flow model
- Pluralism
- Ignoring media
- Influence of other agents of socialisation
- Other reasonable response.

Arguments and evidence **against** the claim:

- Hypodermic syringe eg copy cat killings
- Cultural effects model
- Moral panics
- Effect of advertising
- Voting behaviour
- Interactivity
- Copying celebrity lifestyle eg size zero
- Other reasonable response.

[Total marks for Question 4: 25]

SECTION C – POVERTY

- 5 (a) Identify and describe three reasons why ethnicity can affect a person's chances of being poor. [6]**

Target: Assessment Objective 1 (6 marks).

Three from:

- Racism in employment, less likely to get jobs, stuck in low paid jobs
- Lack of necessary skills to gain well paid jobs ie language, qualifications
- Racism in education, leading to low qualifications and thus low paid jobs
- Cultural differences ie whether females work
- Low take up of benefits (Bloch)
- Positively: ie Chinese Indians having above average levels of educational achievement and thus a lower risk of poverty
- Other reasonable response.

- (b) Using examples, explain how poverty can affect people's health. [9]**

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

Candidate may identify and explain the following aspects:

- Diet
- Housing
- Private Health
- Cultural ie more likely to smoke
- Inverse care law
- Unemployment leads to poor mental and physical health
- Other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

- (c) **‘The main cause of poverty is laziness.’** [10]
Evaluate this claim.

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

Candidate may discuss and evaluate the following aspects of the claim:

Arguments and evidence **for** the claim:

- Underclass arguments
- Culture of dependency
- Culture of poverty
- Cycle of deprivation (focus on poor values)
- Other reasonable response.

Arguments and evidence **against** the claim:

- Poverty trap
- Marxist structural explanations
- Lack of jobs etc
- Cycle of deprivation (focus on cycle)
- Discriminatory factors eg class, race or gender
- Other reasonable response.

[Total marks for Question 5: 25]

6 (a) Identify and describe three ways to reduce poverty. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Government involvement eg benefits; policy such as minimum wage
- Charity involvement
- Private industry involvement eg housing association
- Individual solutions eg getting a job
- Cultural solutions eg changing behaviour such as births outside marriage
- Change how poverty is measured
- Other reasonable response.

(b) Using examples, explain different ways of measuring poverty. [9]

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

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

- Absolute measures eg Rowntree
- Relative measures eg Townsend
- Half Below Average Income
- Benefit measures
- Subjective Poverty
- Other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

**(c) 'The welfare state has solved poverty.' [10]
Evaluate this claim.**

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

Candidate may discuss and evaluate the following aspects of the claim:

Arguments and evidence **for** the claim:

- Welfare state is there to ensure equality through benefits, job seekers allowance etc
- Government law protects everyone from employment discrimination eg sex discrimination act, minimum wage etc
- Other reasonable response.

Arguments and evidence **against** the claim:

- Still ill health eg NHS waiting lists
- Still squalor eg homeless
- Still poverty with benefits eg Poverty trap
- Still ignorance eg failures of education
- Still unemployment problem
- There are other solutions eg charity
- Relative poverty will always exist
- Other reasonable response.

[Total marks for Question 6: 25]

SECTION C – CONTEMPORARY SOCIAL CHANGES

- 7 (a) Identify and describe three main trends in technological development. [6]**

Target: Assessment Objective 1 (6 marks).

Three from:

- Information and communications technologies eg internet
- Bio-technology eg cloning and genetic engineering
- Medical technology eg artificial limbs
- Material technology eg friction reducing materials
- Mechanical development eg automation
- Other reasonable response.

- (b) Using examples, explain how people's lives may be affected by technological change. [9]**

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

Candidate may discuss positive or negative consequences. Candidate may identify and explain the following aspects of the process:

- Increasing speed of work and productivity
- Increasing safety at work for workers
- More educational opportunities
- Improved health care, lengthening lives
- Improved communications/access to knowledge
- Increased mobility
- Less job security, lack of certain jobs/industries
- Changing nature of work eg longer working hours
- Other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

- (c) 'Poor countries just need the right machinery to develop.' [10]
Evaluate this claim.

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

Candidate may discuss and evaluate the following aspects of the claim:

Arguments and evidence **for** the claim:

- Boost economy
- Better transport leads to geographical mobility which will aid employment
- Better health care, better health and better workforce
- Attracts business
- Other reasonable response.

Arguments and evidence **against** the claim:

- Sustainable development is more important
- Different countries have different needs eg a country with rainforest may cause pollution by getting rid of its forest for technological development
- Machinery and technological development has a human cost ie loss of jobs
- International business possibly attracted in by the machinery may kill off local economy
- Other reasonable response.

[Total mark for Question 7: 25]

- 8 (a) Identify and describe three problems with rapid population growth. [6]**

Target: Assessment Objective 1 (6 marks).

Three reason identified from:

- Lack of resources
- Lack of access to health care
- Lack of workers
- Possible lack of education
- Possible cultural clash
- Other reasonable response.

- (b) Using examples, explain reasons for the increase in elderly people in many countries. [9]**

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

Candidate may identify and explain the following ways:

- Better health care
- Good welfare provision in some countries
- Birth control improved health of women
- Better sanitation
- Better housing
- Better diet
- Other reasonable response.

Expect candidates to substantiate and elaborate their points with examples, case studies and/or evidence.

- (c) **The way people choose to live is the main influence on life expectancy'. [10]
Evaluate this claim.**

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

Candidates may discuss and evaluate the following aspects of the claim in relation to studies on gender class and race:

Arguments and evidence **for** the claim:

- Lifestyle choices that affect life expectancy eg risk taking activities – smoking/drinking/eating fast food
- Choosing whether to access the health service eg going for health checks – smear tests etc
- Other reasonable response.

Arguments and evidence **against** the claim:

- Discrimination from the Health service ie not producing leaflets in alternative languages
- Deprivation eg cost of a decent diet
- Biological factors eg females being physically likely to survive longer than males
- Structural factors eg poor housing
- Other reasonable response.

[Total mark for Question 8: 25]

[Total mark: 80]

MARK SCHEME HIGHER

SECTION B & C Generic mark scheme Higher paper

(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).

AO1/Level 1: Candidate reveals limited knowledge and understanding; some explanation of aspects of the process supported by examples; 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]

AO1/Level 2: Candidate reveals basic knowledge and understanding; explanation of several aspects of the process supported by several 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 wide ranging 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 wide ranging 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 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. *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 ie 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. *Typically answers will offer a clear evaluation but may lack a conclusion.* [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. [4]

Total mark: [25]

Grade Thresholds

General Certificate of Secondary Education
Sociology (1990)
June 2009 Examination Series

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
01	80	n/a	n/a	48	39	30	22	14
02	80	n/a	n/a	52	43	34	25	16
03	80	58	49	40	31	n/a	n/a	n/a
04	80	62	52	42	33	n/a	n/a	n/a
05	40	32	27	23	18	13	9	5

Specification Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	n/a	n/a	n/a	119	99	77	56	35
Percentage in Grade	200	n/a	n/a	n/a	20.3	23.5	27.5	18.2	8
Cumulative Percentage in Grade	200	n/a	n/a	n/a	20.3	43.8	71.3	89.5	97.5

The total entry for the examination was 1259

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	169	148	127	105	82	70	n/a	n/a
Percentage in Grade	200	5.2	20.4	27.9	26.6	14.6	3.1	n/a	n/a
Cumulative Percentage in Grade	200	5.2	25.6	53.5	80.1	94.7	97.8	n/a	n/a

The total entry for the examination was 2848

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	3.7	14.3	19.7	24.8	17.2	10.2	5.4	2.4
Cumulative Percentage in Grade	3.7	18.0	37.7	62.5	79.7	89.9	95.3	97.7

The total entry for the examination was 4107

Statistics are correct at the time of publication.

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