

# **Mark Schemes for the Components**

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**June 2008**

**1990/MS/R/08J**

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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)

### MARK SCHEMES FOR THE COMPONENTS

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# 1990/01 Paper 1

## SECTION A – POWER AND CITIZENSHIP

### 1 (a) From the evidence in Source A:

**Target: Assessment Objective 2 (2 marks).**

(i) Which political party formed the government in 2001? [1]

Labour

(ii) Who was the Prime Minister in 1992? [1]

John Major

**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 a questionnaire. Using two examples, describe what is meant by a questionnaire. [6]

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

Answers may include some of the following ideas:

A questionnaire is a list of questions. The questions are decided in advance and the questionnaire is then carried out with a number of respondents. The researcher decides in advance the wording, order and focus of the questions, and often the range of possible answers too. There are two main types of questionnaires, self-completion and interview. Alternative terms may be used to describe these and should be credited. Self-completion questionnaires are handed to or posted to the respondent, to be picked up later or posted back when completed. Computer aided self-interviewing is another example of a self-completion questionnaire. In interview questionnaires, the researcher reads out the questions and records the respondents' answers. These can be carried out face to face or over the telephone. Questions asked are either closed or open-ended, most questionnaires contain a mixture of these types of questions.

**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 give no examples.* [2-3]

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

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

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

- (c) 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 questionnaires in this particular case might not be accurate because:

*Two from:*

- Are supermarket workers representative of the country as a whole?
- Was the sample stratified to account for age, gender ethnicity etc?
- 2002-out of date?
- May contain errors/mistakes in compilation
- May contain bias in collection of evidence and/or bias in analysis and interpretation
- Adapted source – may not give the true/whole picture found
- Sample size quite small to accurately represent the whole country therefore can question the accuracy of the findings/trends
- Sample may have lied in their responses or have been unwilling to give a full and true answer (validity issues)
- If not asked to complete the questionnaires in private the sample may have been influenced by the answers of their co-workers
- Researcher Effect – The social characteristics of the researcher may have effected the answers given by the respondents
- People's stated intention of voting might be different when it comes to actually voting
- 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 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 **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 offers an explanation. [2]

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

- (d) How useful is Source C as evidence of the experience of all voters in elections? [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 one hour’s observation therefore very small numbers of voters seen, not the full picture
- Sample location – only observes in one polling station in one city, hardly typical of all the country in terms of social characteristics
- Source of the evidence – from a GSCE researcher so will not have access to a representative, national sample
- The study does not account for the voters not observed by the researcher
- As only observed from 2-3pm a lot of potential voters will not have voted at this time, e.g. maybe at work – therefore not a representative sample
- May not be typical of all voters as this was voting in a General Election – we may see very different voting patterns in local/European elections
- The patterns seen in this observation rely on the interpretations of the student researcher, are these actually valid? E.g., how a GCSE student defines ‘middle aged’ may be very different to how an older adult would define it
- 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) 'Women today are more likely to reach the top jobs in Government than they were 30 years ago.' 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:

- 'Top jobs'
- 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 – e.g. number of politicians who are male/female compared over time/gender of PM over time/gender of government secretaries etc
- Previous sociological and other research
- Media material
- Documentary evidence
- Diaries
- Other reasonable 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. This may include 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 – FAMILY AND IDENTITY

- 2 (a) Identify and describe two ways the family teach norms and values to children. [6]

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

*Two from:*

- Setting an example
- Imitation/copycat behaviour
- Negative sanctions/punishment
- Positive sanctions/rewards
- Primary socialisation
- Social control
- Repetition
- Norms and values reinforced
- Gender role socialisation
- Other reasonable response.

- (b) Using examples, describe how the roles played by husbands and wives are different. [9]

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

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

- Men are more likely to occupy the public and women the private spheres – segregated conjugal roles
- Women play more of an emotional/caring role
- Males as breadwinners and providers
- Women provide more of the childcare role
- Segregation of household tasks – men do the DIY, women do the cooking and cleaning
- Power and decision making more likely to be done by the men
- Feminists see the family as exploiting women in their role of wife – patriarchy
- Children tend to copy the roles occupied by their parents hence the patterns are reproduced through the generations
- Women perform more household tasks than men
- Might refer to studies such as Oakley, Pahl and Edgell
- Women are often expected to do the double/triple shift
- Other reasonable response.

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



- (c) **'Marriage is no longer popular in the UK today.'**  
**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:

- Decline in the number of people marrying
- Increased levels of divorce
- People preferring to cohabit rather than marry
- Rising numbers of singletons
- Increased numbers of lone parent families
- Increased acceptance of non-traditional relationships e.g. homosexual
- Rising average costs of marriage
- Secularisation of society
- Feminism has encouraged women to seek independence and has hence put them off the institution of marriage
- Other reasonable response.

Arguments and evidence **against** the claim:

- Cohabitation typically leads on to marriage, particularly after the birth of children
- The majority of the UK population will marry at some point in their life
- High levels of remarriage and the formation of reconstituted families shows that marriage is still popular in the UK today – serial monogamy
- Marriage rates are still very high amongst many ethnic minority groups in the UK today
- Homosexual couples are now able to 'marry'
- Marriage remains the norm in terms of most people's values and dreams
- Symmetrical roles and househusbands within the institution of marriage  
Encourage women to get married
- Arranged marriages continue to exist
- People are just getting married later on in their lives
- Media still show marriage as the ideal
- Other reasonable response.

**[Total mark for Question 2: 25]**

**SECTION C - CRIME, DEVIANCE AND SOCIAL CONTROL**

**3 (a) Identify and describe two ways of measuring the crime rate. [6]**

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

*Two from:*

- Official criminal statistics
- The British Crime Survey
- Local crime surveys
- Victim surveys
- Self report studies
- Media reporting
- Other reasonable response.

**(b) Using examples, describe how schools and the police can help to stop crime and deviance. [9]**

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

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

- Teaching what is and is not acceptable
- Punishment/negative sanctions
- Rewards/positive sanctions
- Secondary socialisation
- Hidden curriculum
- Warning function
- Recognise that the methods used by schools as informal agencies will be very different to the police as a formal agency
- Police powers of arrest
- Police targeting/crackdowns
- Norms and values reinforced
- Other reasonable response.

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

- (c) **'People commit crime because they are poor.'**  
**Evaluate the arguments both for and against this statement.** [10]

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

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

Arguments and evidence **for** the statement:

- Financial need
- Lack of occupational and career prospects
- Marxists believe the laws benefit the rich and powerful hence the working class and the poor will commit most crime
- Lack of educational qualifications
- More social problems associated with housing estates and inner city areas where poorer people are more likely to live
- Other reasonable response.

Arguments and evidence **against** the statement:

- Status frustration
- Labelling theory
- Anomie
- Sub cultural theory
- Social characteristics, other than how poor a person is, may be more influential in determining if they commit crime e.g. age and gender
- White collar/corporate crime
- Other reasonable response.

**[Total Mark for Question 3: 25]**

- 4 (a) **Identify and describe two examples of how deviance is different in different cultures.** [6]

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

*Two from:*

- What is considered deviant in one culture is not in another – The idea that deviance is socially constructed
- Different norms in different societies and cultures
- Different values in different societies and cultures
- Other reasonable response.

NB candidates can discuss different cultures within a society or across different societies here.

- (b) **Using examples, describe why young males commit crime.** [9]

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

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

- Subcultures may be referred to when talking about age
- Lack of responsibilities for the young
- Peer pressure
- Lack of educational qualifications leading to poor career opportunities
- Financial need
- Status frustration
- Proving masculinity
- Poor socialisation
- Gender socialisation/expectations
- Testosterone/hormones
- Other reasonable response.

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

- (c) **'Putting criminals in prison is the best way to stop people committing crime.'**  
**Evaluate the arguments both for and against this statement.** [10]

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

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

Arguments and evidence **for** the statement:

- The punishment of prison will teach criminals a lesson
- The fear of prison will stop people committing a crime
- If they are in prison they cannot be committing crime on the outside
- Rehabilitation programmes within prison will stop criminals committing crime when they are released
- Gives people time to think about what they have done and the opportunity to decide to change
- Removes the criminals from society
- Other reasonable response.

Arguments and evidence **against** the statement:

- Other formal methods of control such as community service, tagging etc may be more effective than prison
- Informal methods of social control such as the family, education, the media and religion may be much more effective at stopping people committing a crime than going to prison – a lot of opportunities here for the candidates to use examples of how all of these agencies can help to stop crime being committed
- Prison may actually make a person more criminal – learning from the other prisoners inside
- Tackling the cause of crime e.g. social problems may be a better way of stopping a person committing crime than sending them to prison
- Other reasonable response.

**[Total marks for Question 4: 25]**

**SECTION C - PROTEST AND SOCIAL MOVEMENTS**

5 (a) Identify and describe two ways of protesting. [6]

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

*Two from:*

- Lobbying government
- Campaigning
- Public meetings
- Press conferences
- Organising petitions
- Publishing leaflets
- Direct action
- Demonstrations
- Strikes
- Illegal action e.g. animal rights activists raiding laboratories and releasing animals
- Terrorism
- Other reasonable response.

(b) Using examples, describe why protest groups are formed. [9]

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

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

- To represent the interests of a particular group of people
- To protest against an activity, policy or action in society
- To maintain democracy in society
- To challenge traditional ways of thinking
- To achieve change in society
- Keeps the public informed about important issues whilst also raising new issues
- Other reasonable response.

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

- (c) **‘People who are powerless are the most likely to join protest groups.’**  
**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 who otherwise remain unheard
- Protest groups often attract the young whose voice is rarely heard in politics (e.g. Greenpeace)
- Protest groups may feature ethnic minorities who do not feel that their views and opinions are heard through the traditional means (e.g. Amnesty International)
- Women have a relatively large role to play in protest groups which they do not seem to have in traditional politics (e.g. feminism)
- Often attracts those who reject the traditional norms and values of society (e.g. New Age Travellers)
- Other reasonable response.

Arguments and evidence **against** the claim:

- Protest groups increasingly include people from a wide range of backgrounds
- Insider pressure groups often feature middle class people
- Some groups power is based on their ownership of property and wealth – hardly the least powerful people in society
- Increasing celebrity involvement adds a lot of power to any protest group
- Some groups have a lot of financial resources and powerful connections – certainly not the least powerful people
- Other reasonable response.

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

**[Total marks for Question 5: 25]**

- 6 (a) Identify and describe two social movements. [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:*

- Feminist movement
- Green movement
- Gay and lesbian movement
- Pro-life
- Animal rights
- Anti-poverty
- Anti-racism
- Other reasonable response.

N.B. Examples of protest groups should also be credited as there is much overlap here.

- (b) Using examples, describe why social movements develop. [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
- Promotion of alternative lifestyles
- 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 the attitudes, norms, values and beliefs
- Lobbying MPs
- Protest/demonstrations
- Celebrity involvement
- Publicity
- Other reasonable response.

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



- (c) **‘Social movements make society fairer and more equal.’**  
**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
- 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
- Other reasonable response.

**[Total marks for Question 6: 25]**

**SECTION C – RELIGION**

7 (a) Identify and describe two examples of religious behaviour. [6]

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

*Two from:*

- Going to a place of worship
- Praying
- Reading and/or following a holy book
- Living your life based on rules and values of your religion e.g. the Muslim call to prayer
- Believing in things as described by your religion e.g. Hindus believe in reincarnation
- Wearing clothes/body adornments/symbols as required by the religion
- Other reasonable response.

(b) Using examples, describe why religion in the UK is not as popular today as it used to be. [9]

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

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

- Science now provides answers to the 'big' questions of the world, reducing the need for religion
- Religion is now a matter of personal and private choice
- The role of the church in the UK is no longer as important to social and political life as it used to be
- Churches and other places of worship have become more involved with charity work and helping others, rather than religious issues
- No stigma now attached to not attending church, lack of social pressure
- Decline in the marriage rate and associated increase in divorce, cohabitation and single parents
- Functions of the church have been lost to other agencies e.g. social workers are paid by the state to look after people with problems, the church no longer needs to do this
- Status of the church has declined, particularly amongst young people
- Other reasonable response.

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

- (c) **'Religion in the UK has been changed by the arrival of different religions.'**  
**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:

- UK is now a multi-faith and multi-cultural society
- Wide variety of different places of worship to cater for the manifold religions
- With different religions come different norms, values and lifestyles
- Other religious views and beliefs are being taken into account more by wider society and politicians
- Religious pluralism may have weakened traditional religion
- Changes in Religious Education/assemblies in schools
- Other reasonable response.

Arguments and evidence **against** the claim:

- Different religions sit side by side in the UK, the existence of other religions has done nothing to change the dominant religion
- It is not the arrival of other world religions that has changed our dominant religion but other social forces such as feminism
- Religion is already being changed by the growth in sects and cults – other world religions have not necessarily had anything to do with this
- Secularisation in society has changed religion in the UK, not other world religions
- Traditional Christian festivals are still celebrated as the norm in the UK, other world religions have not changed this (Christmas, Easter etc)
- Other reasonable response.

**[Total mark for Question 7: 25]**

- 8 (a) Identify and describe two reasons for belonging to a religious movement (or organisation). [6]

**Target: Assessment Objective 1 (6 Marks).**

*Two from:*

- Guides people on how to behave in particular situations
- Gives explanation for why things happen
- Gives people a sense of purpose
- Personal choice – self-improvement/self-development
- Primary/secondary socialisation
- Family pressure
- Celebrity/media influence
- Coercion
- To make a contribution to society
- Other reasonable response.

- (b) Using examples, describe how a person can show they belong to a religious movement (or organisation). [9]

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

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

- Beliefs, values, norms
- Clothing
- Behaviour
- Attending a place of worship
- Prayer
- In sects, initiation ceremonies and/or a dramatic change in lifestyle may be required
- Other reasonable response.

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

- (c) **'People in the UK are still religious.'**  
**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:

- 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, e.g. Christmas, are still widely celebrated
- Other reasonable response.

Arguments and evidence **against** 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 e.g. civil partnerships/naming ceremonies
- Young people turning away from religion in large numbers
- 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. *Typically answers will be based on common sense ideas.* [1]

**AO1/Level 2:** Candidate reveals basic knowledge and understanding. *Typically answers will include implicit sociological ideas.* [2]

**AO1/Level 3:** Candidate reveals good knowledge and understanding. *Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* [3]

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

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

**AO1/Level 1:** Candidate reveals limited knowledge and 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]

**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]

**[Total mark for Question: 25]**

# 1990/02 Paper 2

## SECTION A – EDUCATION

1 (a) From the evidence in Source A, what percentage:

**Target: Assessment Objective 2 (2 marks).**

(i) of females in private schools achieved 5+ A\*-C GCSEs? [1]

90%

(ii) of males in comprehensive schools achieved 5+ A\*-C GCSEs? [1]

40%

Answers will accept a tolerance of 2 either way.

**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 *observation*.  
Using two examples, describe what is meant by *observation*. [6]

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

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

Answers may include some of the following ideas:

Evidence gathered by watching a situation. The candidate may choose to mention in this situation those watched are aware of what the researcher is doing, yet in other situations they may not be (overt/covert). They may choose to discuss participant or non participant. It can be used to gather quantitative or qualitative data. It is likely the 2 examples will refer to different types, e.g. Source B, but imaginary or other examples are also worthy of marks.

**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 offer a definition that is not clear or give no examples.* [2-3]

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

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

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



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

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

Two from:

- May contain simple errors or mistakes in compilation of evidence
- May contain bias in collection of evidence e.g. intentional political bias against comprehensive schools
- May contain recording error
- May contain distorted account of the data
- Cannot check size of sample e.g. only 5 schools
- Cannot check compilation of sample e.g. inclusion of successful comprehensive schools
- Issues of reliability accepted
- Hawthorne effect e.g. where students act differently because OFSTED are present
- Other reasonable response, e.g. being out of date.

**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 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 **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 offers an explanation. [2]

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

(d) How useful is Source C as evidence of the experience of all teachers? [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 generalisability and representativeness.

The main areas of discussion/issues:

- Sample size – one teacher's opinion
- Sample type – interview for coursework with only one student
- Sample aim – female teacher, 35 year's old, in London, in a comprehensive school cannot represent **all**
- Other reasonable response.

**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) 'Schools treat students in higher and lower sets exactly the same.'  
Describe and explain the methods and evidence sociologists could use to test this claim. [10]

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

Candidates may identify the following:

Aspects of Social Life:

- Labelling
- Class discrimination
- Setting and streaming policy
- Cultural capital
- School policy e.g. on subject choice

Possible evidence:

- SATS scores
- GCSE and A Level statistics
- Other sociological studies
- Personal diaries
- Other reasonable response.

Possible methods:

- Interviews
- Questionnaires
- Experiments
- Observation
- Participant observation
- Case studies
- Other reasonable 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. This may include 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 – WORK AND EMPLOYMENT

2 (a) Identify and describe two causes of unemployment. [6]

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

*Two from:*

Structural:

- Businesses moving abroad
- Industries closing down e.g. ship building
- Automation/mechanisation/computerisation
- Compulsory redundancies
- Lack of jobs
- C.A.G.E.D (Class, Age, Gender, Ethnicity, Disability)
- Failure of Welfare State
- Other reasonable response.

Cultural/Individual:

- Criminal record
- Laziness
- Lack of necessary skills
- Other reasonable response

(b) Using examples, describe the possible effects of unemployment [9]

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

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

- Lack of money
- Lack of social contact
- Lack of status
- Lack of intrinsic satisfaction
- Boredom
- Effects on society e.g. possibly higher divorce rates; higher domestic violence; higher morbidity/mortality rates; political unrest; higher crime
- Effects on economy e.g. higher need for welfare
- Other reasonable response.

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

- (c) 'All people in paid work are treated equally 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:

- Tax
- Equal Opportunities Policy
- Sex Discrimination Act
- Race Relations Act
- Disability Act
- Health and Safety laws
- Other reasonable response.

Arguments and evidence **against** the claim:

- Unequal tax
- Racism
- Ageism
- Sexism e.g. glass ceiling
- Discrimination against the disabled
- Any discussion of unequal pay, status or promotion
- Other reasonable response.

**[Total mark for Question 2: 25]**

**SECTION C – THE MASS MEDIA**

- 3 (a) Identify and describe two ways the mass media are controlled. [6]**

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

*Two from:*

- Censorship
- Certification
- Watershed
- D Notice
- Official Secrets Act
- Shareholders
- Owners
- Advertisers
- Audiences
- Journalists
- Editors
- Other reasonable response.

- (b) Using examples, describe how the content of newspapers is selected. [9]**

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

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

- Agenda setting
- Time and Space
- Moral panics
- Money/selling newspapers
- News values
- Other reasonable response.

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

- (c) 'There should be no control over the content of mass media.'  
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:

- The public have a right to the truth
- Due impartiality
- Media needs to be independent from the government
- Government may be covering up their faults e.g. Iraqi mistreatment
- Public will control their own viewing through choice
- Parents will control the media of their children themselves
- Other reasonable response.

Arguments and evidence **against** the claim:

- In times of war some information could be used by the enemy
- In times of war, morale could be damaged by the truth
- In times of war, the truth may need to wait to prevent public reaction causing problems
- In times of war, security may need maintaining
- Hypodermic syringe: media may cause poor behaviour
- Owners need to control e.g. for moral stance
- Society needs a moral stance e.g. against paedophilia etc
- Other reasonable response.

**[Total Mark for Question 3: 25]**

- 4 (a) Identify and describe two ways the mass media can socialise people. [6]

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

*Two from:*

- Media representation leading to labelling and possibly self-fulfilling prophecy
- Representation of gender
- Representation of race
- Representation of age
- Advertising – telling us what to buy
- Social control – telling us right from wrong e.g. soap operas baddies lose
- Creation of culture
- Normalisation of behaviour, e.g. violence
- Other reasonable response.

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

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

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

- Presenting deviant role models
- Desensitisation
- Copy cat behaviour
- Deviant socialisation
- Promotion of deviant lifestyles
- Moral panics
- Any effects models e.g. hypodermic syringe model
- Labelling
- Exaggeration
- Other reasonable response.

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



- (c) 'The media is stereotypical in the way it portrays people.'  
Evaluate the arguments for and against this claim. [10]

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

Candidates may focus either on one aspect of stereotype e.g. gender or race, or they may choose to discuss several aspects within their answer. Candidates may discuss and evaluate the following aspects of the claim:

Arguments and evidence **for** the claim:

- 1996 survey found ethnic minorities only presented programmes in certain areas of the media (news, children's programmes and educational programmes)
- Common stereotypes in the past included dangerous savage, noble savage, entertainer, devious villain (Blundell)
- Portrayal of Arab connection to terrorism
- In news ethnic minorities only seen in connection to immigrant numbers or crime and deviance
- Women as Housewife, Sex symbol, Subordinate

OR

Generic ideas:

- Distortion; repetition; invisibility
- Other reasonable response.

Arguments and evidence **against** the claim:

- Existence of ethnic minority presenters in news, children's programmes etc
- Existence of ethnic minority in "everyday situations" e.g. soap operas
- Ethnic minority audiences and creation of programmes e.g. Goodness Gracious Me (Asian comedy programme)
- 1980's multi cultural advertising became popular e.g. coca cola
- Women not as subordinate, housewife or sex symbol

OR

Generic ideas:

- Breaking with tradition
- Other reasonable response.

**[Total marks for Question 4: 25]**

**SECTION C – POVERTY**

- 5 (a) Identify and describe two ways poverty is measured. [6]

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

*Two from:*

- Absolute poverty
- Relative Townsend's deprivation index
- Environmental (social exclusion)
- Subjective
- Half Below Average Income
- Government benefits measures
- Other reasonable response.

- (b) Using examples, describe how poverty can lead to social exclusion. [9]

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

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

- Social (Homelessness, Stigma, ill health, stress, dependence on benefits, deprivation, teenage pregnancy etc)
- Cultural (lack of leisure and recreation, poor neighbourhood etc)
- Political (less likely to take part, less likely to feel represented etc)
- Economic (unemployment, extra costs, credit and debt etc)
- Other reasonable response.

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

- (c) 'Being from an ethnic minority has the greatest effect on a person's chances of being poor.'  
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:

- Low pay
- Discrimination etc
- High unemployment
- Low skills
- Language issues
- Trapped in deprived areas and lifestyle
- Cultural issues e.g. shame/stigma of collecting benefits
- Other reasonable response.

Arguments and evidence **against** the claim:

- Elderly – low pension, living longer etc
- Lone parent families – usually one income, female so predisposed to low wage etc
- Homeless – no address, no income, no benefits
- Unemployed – benefits = low income
- Life cycle stage – Students/elderly
- Children – high percentage of children living in poverty due to poor parents
- Women – live longer, low pay, dual burden etc
- Underclass – poverty trap etc
- Ethnic minorities who have done well
- Other reasonable response.

**[Total marks for Question 5: 25]**

- 6 (a) Identify and describe two possible ways poverty might affect a child's education. [6]

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

*Two from:*

- Economically (lack of resources, not being able to afford private school, negative affects on health and absence in school, quality of catchment schools)
- Culturally (lack of cultural capital, lack of parental support/pressure, attitudes of peer groups)
- School response (discrimination)
- Other reasonable response.

- (b) Using examples, describe how people might be prevented from rising out of poverty. [9]

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

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

- Means tested benefits can mean increased wage is costly in loss of benefits
- Cost of poverty e.g. run down housing is costly/local shops more expensive
- Leaving benefits to work may mean a decrease in income – poverty trap
- Culture of poverty - Lewis
- Cycle of deprivation - Joseph
- Personal laziness – Murray / New Right
- C.A.G.E.D (Class, Age, Gender, Ethnicity, Disability)
- Other reasonable response.

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

- (c) **'Higher state benefits will end 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:

- Increased income
- Afford necessities thus curing absolute poverty
- Other reasonable response.

Arguments and evidence **against** the claim:

- Education Maintenance Allowance (EMA)
- Cause dependency culture - Marsland
- Does not cure relative poverty
- Other solutions are more helpful e.g. free education, minimum wage, help people help themselves e.g. Big Issue project
- Cause a greater poverty trap
- Some will not claim benefits due to stigma e.g. some ethnic minorities
- Universal benefits are costly to the country and do not target the needy - New Right
- Other reasonable response.

**[Total marks for Question 6: 25]**

**SECTION C – CONTEMPORARY SOCIAL CHANGES**

- 7 (a) Identify and describe two ways in which the UK's population structure has changed. [6]

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

*Two from:*

- Women outlive males and thus more females of a pensionable age
- Less births from mid to late 70's (or in 20<sup>th</sup> century)
- Ageing population
- Birth dearth (less births than deaths)
- Population density in some areas e.g. South East England
- Depopulation of countryside
- Baby boom post Second World War
- Increase in ethnic mix
- Increase in immigration/migration
- Smaller families (is class based)
- Increase in life expectancy
- Other reasonable response.

- (b) Using examples, describe the effects of an ageing population. [9]

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

Candidates may discuss positive or negative consequences. Candidates may identify and describe the following aspects of the process:

For society:

- Drain on welfare state (burden of dependency)
- Fewer customers for goods and services weakening the economy
- Less workers
- A need for immigrant workers
- Age discrimination laws
- Other reasonable response.

For the individuals:

- Escape from work to retirement or rising retirement ages
- More time for leisure
- Loss of personal income
- Loss of sense of purpose / health / social contact
- Other reasonable response.

For the family:

- Free childcare
- Burden on family financially
- Burden on family physically
- Change in structure e.g. Beanpole families
- Other reasonable response.

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

- (c) **‘Countries benefit from immigration.’**  
**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:

- Increase of community
- Economic reasons e.g. work force, combat to ageing population
- Cultural reasons e.g. Globalised culture; gaining different foods, beliefs etc
- Benefits of internal migration
- Fills skills gap
- Benefits to the country left e.g. return of income
- Other reasonable response.

Arguments and evidence **against** the claim:

- Loss of community
- Loss of jobs
- Loss of resources
- Cultural class
- Other reasonable response.

**[Total mark for Question 7: 25]**

- 8 (a) Identify and describe two possible solutions to world poverty. [6]

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

- Financial aid
- Government aid
- Individual aid (donation)
- Physical aid e.g. working abroad
- Sending material goods
- Small scale projects can be tailor made
- Development work
- Other reasonable response.

- (b) Using examples, describe why aid may not help end world poverty. [9]

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

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

- Projects often too large
- Aid creates dependency
- Often based on a lack of local knowledge
- Often damages the environment
- Often ignores the wishes of local people
- Marxist – continues imperialism
- Corrupt governments take the aid
- Debt and interest is the real problem
- Other reasonable response.

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



- (c) **'Industrial development is always good.'**  
**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:

- Development through machinery leads to prosperity for the economy
- Development through machinery leads to jobs and individual prosperity
- Can compete in international markets
- Other reasonable response.

Arguments and evidence **against** the claim:

- Possible environmental degradation
- Can be a loss of jobs in traditional/manual jobs
- Often relies on colonisation of poorer countries
- Often causes a loss of resources without a thought to sustainable development
- 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. *Typically answers will be based on common sense ideas.* [1]

**AO1/Level 2:** Candidate reveals basic knowledge and understanding. *Typically answers will include implicit sociological ideas.* [2]

**AO1/Level 3:** Candidate reveals good knowledge and understanding. *Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* [3]

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

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

**AO1/Level 1:** Candidate reveals limited knowledge and 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]

**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]

**[Total mark for Question: 25]**

# 1990/03 Paper 3

## SECTION A – POWER AND CITIZENSHIP

1 (a) From the evidence in Source A:

**Target: Assessment Objective 2 (2 marks).**

(i) Which political party formed the government in 2001? [1]

Labour

(ii) Who was the Prime Minister in 1992? [1]

John Major

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

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

(b) Using examples, explain three reasons why the evidence in Source B might not be accurate. [6]

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

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

*Three from:*

- Are supermarket workers representative of the country as a whole?
- Was the sample stratified to account for age, gender ethnicity etc?
- 2002-out of date?
- May contain errors/mistakes in compilation
- May contain bias in collection of evidence and/or bias in analysis and interpretation
- Adapted source – may not give the true/whole picture found
- Sample size quite small to accurately represent the whole country therefore can question the accuracy of the findings/trends
- Sample may have lied in their responses or have been unwilling to give a full and true answer (validity issues)
- If not asked to complete the questionnaires in private the sample may have been influenced by the answers of their co-workers
- Researcher Effect – The social characteristics of the interviewer may have affected the answers given by the respondents
- People's stated intention of voting might be different when it comes to actually voting
- 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 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 Source B support the evidence in Source C? Explain your answer.** [6]

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

There are three 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 links between the 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:

- The sample size in Source B is a lot bigger than that used in Source C
- Both use the same research method
- Source B – professional specialist magazine/experienced University researchers; Source C – inexperienced researcher
- Source B looks at the social characteristics of voters for particular parties whereas Source C looks at what influences people to vote for a particular party
- Source B implies that a person's social characteristics are the main reasons why they vote for a particular party whereas Source C implies that it is more to do with personal beliefs, family background and the party leader
- Family background mentioned in Source C could be argued to be closely linked to the social characteristics referred to in Source B
- Source B is dated, Source C is more recent
- 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. *Typically answers will rely on copied material from the sources.* [1]
- 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. *Typically answers will show some understanding although may still rely on some copying from sources.* [2]
- AO1/Level 3:** Candidate reveals a good understanding of the method/type of evidence and their strengths and weaknesses and the effect upon interpreting the Sources and drawing conclusions about their relationship. *Answers will show understanding of content and/or nature of evidence.* [3]
- AO2/Level 1:** Candidate discusses one or more links/issues but without clear explanation or explicit conclusion about degree of support, a partial explanation. [1]
- AO2/Level 2:** Candidate evaluates one or more links/issues with some clear explanation for a conclusion about the degree of support. [2]
- AO2/Level 3:** Candidate evaluates two or more links/issues with clear explanation for a conclusion about degree of support. [3]
- (d) How useful is Source D as evidence of the experience of all voters in elections?** [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 one hour's observation therefore very small numbers of voters seen, not the full picture
- Sample location – only observes in one polling station in one city, hardly typical of all the country in terms of social characteristics
- Source of the evidence – from a GSCE researcher so will not have access to a representative, national sample
- The study does not account for the voters not observed by the researcher
- As only observed from 2-3pm a lot of potential voters will not have voted at this time, e.g. maybe at work – therefore not a representative sample
- May not be typical of all voters as this was voting in a General Election – we may see very different voting patterns in local/European elections
- 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) **‘Women today are more likely to reach the top jobs in Government than they were 30 years ago.’**

**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:

- ‘Top jobs’
- 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 – e.g. number of politicians who are male/female compared over time/gender of PM over time/gender of government secretaries etc
- Previous sociological and other research
- Media material
- Documentary evidence
- Diaries
- Other reasonable response.

- 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. *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 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.* [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 mention secondary evidence.* [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. *Typically answers will implicitly refer to the area of study, e.g. 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/or sources of evidence in relation to the aim/area 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 – FAMILY AND IDENTITY

- 2 (a) Identify and describe three ways the family teaches norms and values to children. [6]

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

*Three from:*

- Setting an example
- Imitation/copycat behaviour
- Negative sanctions/punishment
- Positive sanctions/rewards
- Primary socialisation
- Social control
- Repetition
- Norms and values reinforced
- Gender role socialisation
- Other reasonable response.

- (b) Using examples, explain how the roles played by husbands and wives are different. [9]

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

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

- Men are more likely to occupy the public and women the private spheres – segregated conjugal roles
- Women play more of an emotional/caring role
- Males as breadwinners and providers
- Women provide more of the childcare role
- Segregation of household tasks – men do the DIY, women do the cooking and cleaning
- Power and decision making more likely to be done by the men
- Feminists see the family as exploiting women in their role of wife – patriarchy
- Children tend to copy the roles occupied by their parents hence the patterns are reproduced through the generations
- Women perform more household tasks than men
- Might refer to studies such as Oakley, Pahl and Edgell
- Women are often expected to do the double/triple shift
- Other reasonable response.

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

- (c) 'Marriage is no longer popular in the UK today.'  
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:

- Decline in the number of people marrying
- Increased levels of divorce
- People preferring to cohabit rather than marry
- Rising numbers of singletons
- Increased numbers of lone parent families
- Increased acceptance of non-traditional relationships e.g. homosexual
- Rising average costs of marriage
- Secularisation of society
- Feminism has encouraged women to seek independence and has hence put them off the institution of marriage
- Other reasonable response.

Arguments and evidence **against** the claim:

- Cohabitation typically leads on to marriage, particularly after the birth of children
- The majority of the UK population will marry at some point in their life
- High levels of remarriage and the formation of reconstituted families shows that Marriage is still popular in the UK today – serial monogamy
- Marriage rates are still very high amongst many ethnic minority groups in the UK today
- Homosexual couples are now able to 'marry'
- Marriage remains the norm in terms of most people's values and dreams
- Symmetrical roles and househusbands within the institution of marriage encourage women to get married
- Arranged marriages continue to exist
- People are just getting married later on in their lives
- Media still show marriage as the ideal
- Other reasonable response.

[Total mark for Question 2: 25]

**SECTION C - CRIME, DEVIANCE AND SOCIAL CONTROL**

**3 (a) Identify and describe three ways of measuring the crime rate. [6]**

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

*Three from:*

- Official criminal statistics
- The British Crime Survey
- Local crime surveys
- Victim surveys
- Self report studies
- Media reporting
- Other reasonable response.

**(b) Using examples, explain how agencies of social control can help to stop crime and deviance. [9]**

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

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

- Formal social control agencies – police, government, judges, courts and prisons
- Informal social control agencies – family, education, peer groups, workplace, media, religion
- Teaching what is and is not acceptable
- Punishment/negative sanctions
- Rewards/positive sanctions
- Primary and secondary socialisation
- Hidden curriculum
- Other reasonable response.

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

NB must discuss both crime and deviance (implicitly or explicitly) to reach top band in AO1.

- (c) 'People commit crime because they are poor.'  
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:

- Financial need
- Lack of occupational and career prospects
- Marxists believe the laws benefit the rich and powerful hence the working class and the poor will commit most crime
- Lack of educational qualifications
- More social problems associated with housing estates and inner city areas where poorer people are more likely to live
- Other reasonable response.

Arguments and evidence **against** the claim:

- Status frustration
- Labelling theory
- Anomie
- Subcultural theory
- Social characteristics, other than how poor a person is, may be more influential in determining if they commit crime e.g. age and gender
- White collar/corporate crime
- Other reasonable response.

**[Total Mark for Question 3: 25]**

- 4 (a) **Identify and describe three examples of how deviance is different in different cultures.** [6]

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

*Three from:*

- What is considered deviant in one culture is not in another – the idea that deviance is socially constructed
- Different norms in different societies and cultures
- Different values in different societies and cultures
- Other reasonable response.

Expect to see candidates using and describing specific examples here

NB candidates can discuss different cultures within a society or across different societies here.

- (b) **Using examples, explain why young males commit crime.** [9]

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

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

- Subcultures may be referred to when talking about age
- Lack of responsibilities for the young
- Peer pressure
- Lack of educational qualifications leading to poor career opportunities
- Financial need
- Status frustration
- Proving masculinity
- Poor socialisation
- Testosterone/hormones
- Gender socialisation/expectations
- Other reasonable response.

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

- (c) **'Putting criminals in prison is the best way to stop people committing crime.'**  
**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:

- The punishment of prison will teach criminals a lesson
- The fear of prison will stop people committing a crime
- If they are in prison they cannot be committing crime on the outside
- Rehabilitation programmes within prison will stop criminals committing crime when they are released
- Gives people time to think about what they have done and the opportunity to decide to change
- Removes the criminals from society
- Other reasonable response.

Arguments and evidence **against** the claim:

- Other formal methods of control such as community service, tagging etc may be more effective than prison
- Informal methods of social control such as the family, education, the media and religion may be much more effective at stopping people committing a crime than going to prison – a lot of opportunities here for the candidates to use examples of how all of these agencies can help to stop crime being committed
- Prison may actually make a person more criminal – learning from the other prisoners inside
- Tackling the cause of crime e.g. social problems may be a better way of stopping a person committing crime than sending them to prison
- Other reasonable response.

**[Total marks for Question 4: 25]**

**SECTION C - PROTEST AND SOCIAL MOVEMENTS**

5 (a) Identify and describe three ways of protesting. [6]

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

*Three from:*

- Lobbying government
- Campaigning
- Public meetings
- Press conferences
- Organising petitions
- Publishing leaflets
- Direct action
- Demonstrations
- Strikes
- Illegal action e.g. animal rights activists raiding laboratories and releasing animals
- Terrorism
- Other reasonable response.

(b) Using examples, explain why protest groups are formed. [9]

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

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

- To represent the interests of a particular group of people
- To protest against an activity, policy or action in society
- To maintain democracy in society
- To challenge traditional ways of thinking
- To achieve change in society
- Keeps the public informed about important issues whilst also raising new issues
- Other reasonable response.

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

- (c) 'People who are powerless are the most likely to join protest groups.'  
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 who otherwise remain unheard
- Protest groups often attract the young whose voice is rarely heard in politics (e.g., Greenpeace)
- Protest groups may feature ethnic minorities who do not feel that their views and opinions are heard through the traditional means (e.g. Amnesty International)
- Women have a relatively large role to play in protest groups which they do not seem to have in traditional politics (e.g. feminism)
- Often attracts those who reject the traditional norms and values of society (e.g., New Age Travellers)
- Other reasonable response.

Arguments and evidence **against** the claim:

- Protest groups increasingly include people from a wide range of backgrounds
- Insider pressure groups often feature middle class people
- Some groups power is based on their ownership of property and wealth – hardly the least powerful people in society
- Increasing celebrity involvement adds a lot of power to any protest group
- Some groups have a lot of financial resources and powerful connections – certainly not the least powerful people
- Other reasonable response.

**[Total marks for Question 5: 25]**

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



- 6 (a) Identify and describe three social movements. [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:*

- Feminist movement
- Green movement
- Gay and lesbian movement
- Pro-life
- Animal rights
- Anti-poverty
- Anti-racism
- Other reasonable response.

NB Examples of protest groups should also be credited as there is much overlap here.

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

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

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

- Like-minded people coming together in a common cause
- Promotion of alternative lifestyles
- 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 the attitudes, norms, values and beliefs
- Lobbying MPs
- Protest/demonstrations
- Celebrity involvement
- Publicity
- Other reasonable response.

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

- (c) 'Social movements make society more democratic.'  
Evaluate this claim.

[10]

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

Candidates may discuss and evaluate the following aspects of the 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
- 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
- Other reasonable response.

**[Total marks for Question 6: 25]**

**SECTION C – RELIGION**

7 (a) Identify and describe three examples of religious behaviour. [6]

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

*Three from:*

- Going to a place of worship
- Praying
- Reading and/or following a holy book
- Living your life based on rules and values of your religion e.g. the Muslim call to prayer
- Believing in things as described by your religion e.g. Hindus believe in reincarnation
- Wearing clothes/body adornments/symbols as required by the religion
- Other reasonable response.

(b) Using examples, explain why religion in the UK is not as popular today as it used to be. [9]

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

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

- Science now provides answers to the 'big' questions of the world, reducing the need for religion
- Religion is now a matter of personal and private choice
- The role of the church in the UK is no longer as important to social and political life as it used to be
- Churches and other places of worship have become more involved with charity work and helping others, rather than religious issues
- No stigma now attached to not attending church, lack of social pressure
- Decline in the marriage rate and associated increase in divorce, cohabitation and single parents
- Functions of the church have been lost to other agencies e.g. social workers are paid by the state to look after people with problems, the church no longer needs to do this
- Status of the church has declined, particularly amongst young people
- Other reasonable response.

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

- (c) 'Religion in the UK has been changed by the arrival of different religions.'  
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:

- UK is now a multi-faith and multi-cultural society
- Wide variety of different places of worship to cater for the manifold religions
- With different religions come different norms, values and lifestyles
- Other religious views and beliefs are being taken into account more by wider society and politicians
- Religious pluralism may have weakened traditional religion
- Changes in Religious Education/assemblies in schools
- Other reasonable response.

Arguments and evidence **against** the claim:

- Different religions sit side by side in the UK, the existence of other religions has done nothing to change the dominant religion
- It is not the arrival of other world religions that has changed our dominant religion but other social forces such as feminism
- Religion is already being changed by the growth in sects and cults – other world religions have not necessarily had anything to do with this
- Secularisation in society has changed religion in the UK, not other world religions
- Traditional Christian festivals are still celebrated as the norm in the UK, other world religions have not changed this (Christmas, Easter etc)
- Other reasonable response.

**[Total mark for Question 7: 25]**

- 8 (a) Identify and describe three reasons for belonging to a religious movement (or organisation). [6]

**Target: Assessment Objective 1 (6 Marks).**

*Three from:*

- Guides people on how to behave in particular situations
- Gives explanation for why things happen
- Gives people a sense of purpose
- Personal choice – self-improvement/self-development
- Primary/secondary socialisation
- Family pressure
- Celebrity/media influence
- Coercion
- To make a contribution to society
- Other reasonable response.

- (b) Using examples, explain how a person can show they belong to a religious movement (or organisation). [9]

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

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

- Beliefs, values, norms
- Clothing
- Behaviour
- Attending a place of worship
- Prayer
- In sects, initiation ceremonies and/or a dramatic change in lifestyle may be required
- Other reasonable response.

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

(c) 'People in the UK are still religious.'  
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:

- 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, e.g. Christmas, are still widely celebrated
- Other reasonable response.

Arguments and evidence **against** 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 e.g. civil partnerships/naming ceremonies
- Young people turning away from religion in large numbers
- Other reasonable response.

**[Total mark for Question 8: 25]**

**[Total mark: 80]**

## MARK SCHEME HIGHER

## SECTION B &amp; 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]**

**AO1/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 e.g. 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. *Typically answers will be critically evaluated with a conclusion.* [4]

**Total mark: [25]**



# 1990/04 Paper 4

## SECTION A – EDUCATION

1 (a) From the evidence in Source A, what percentage:

**Target: Assessment Objective 2 (2 marks).**

(i) of females in private schools achieved 5+ A\*-C GCSEs? [1]

90%

(ii) of males in comprehensive schools achieved 5+ A\*-C GCSEs? [1]

40%

Answers will accept a tolerance of 2 either way.

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

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

(b) Source B is an example of evidence gathered from *observation*. Using examples, explain three reasons why the evidence in Source B might not be accurate. [6]

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

*Three reasons from:*

- May contain simple errors or mistakes in compilation of evidence
- May contain bias in collection of evidence e.g. intentional political bias against comprehensive schools
- May contain recording error
- May contain distorted account of the data
- Cannot check size of sample e.g. only 5 schools
- Cannot check compilation of sample e.g. inclusion of successful comprehensive schools
- Issues of reliability accepted
- Hawthorne effect e.g. where students act differently because OFSTED are present
- Other reasonable response.

**AO1/Level 1:** Candidate reveals a limited understanding of the method/evidence and 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 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 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 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 links between the information/arguments in each source.
- The comparison of methods.

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

- Agreed implication that comprehensive schools are less good.
- Agreed implication that students are part of the problem e.g. in Private schools they are more motivated whereas in Comprehensive they are poorly behaved
- No agreement over the importance of social groupings or equipment or teachers
- No agreement over the main reasons for success, Source B claiming it to be behaviour of students, Source C claiming it to be the motivation from parents
- Difference in methods
- Difference in sample
- Same date
- 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. *Typically answers will rely on copied material from the sources.* [1]

<b>AO1/Level 2:</b>	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>	<b>[2]</b>
<b>AO1/Level 3:</b>	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>	<b>[3]</b>
<b>AO2/Level 1:</b>	Candidate discusses one or more links/issues but without clear explanation or explicit conclusion about degree of support, a partial explanation.	<b>[1]</b>
<b>AO2/Level 2:</b>	Candidate evaluates one or more links/issues with some clear explanation for a conclusion about the degree of support.	<b>[2]</b>
<b>AO2/Level 3:</b>	Candidate evaluates two or more links/issues with clear explanation for a conclusion about degree of support.	<b>[3]</b>
<b>(d)</b>	<b>How useful is Source D as evidence of the experience of all teachers?</b>	<b>[6]</b>

**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 teacher’s opinion
- Sample type – interview for coursework with only one student
- Sample aim – female teacher, 35 year’s old, in London, in a comprehensive school cannot represent **all**
- Other reasonable response.

<b>AO1/Level 1:</b>	Candidate reveals a limited understanding of the method/sampling/source. <i>Typically answers will lack clarity.</i>	<b>[1]</b>
<b>AO1/Level 2:</b>	Candidate reveals a basic understanding of the method/sampling/source. <i>Typically answers will have some clarity.</i>	<b>[2]</b>
<b>AO1/Level 3:</b>	Candidate reveals a good understanding of the method/sampling/source. <i>Typically answers will have clear ideas.</i>	<b>[3]</b>
<b>AO2/Level 1:</b>	Candidate evaluates one area with limited or partial explanation.	<b>[1]</b>
<b>AO2/Level 2:</b>	Candidate evaluates more than one area with some explanation.	<b>[2]</b>

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

(e) **‘Schools treat students in higher and lower sets exactly the same.’**  
Describe and explain the methods and evidence sociologists could use to test this claim. [10]

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

Candidates may identify the following:

Aspects of Social Life:

- Labelling
- Class discrimination
- Setting and streaming policy
- Cultural capital
- School policy e.g. on subject choice

Possible evidence:

- SATS scores
- GCSE and A Level statistics
- Other sociological studies
- Other reasonable response.

Possible methods:

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

**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. *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 mention secondary evidence.* [4-5]

- AO2/Level 1:** Candidate makes some connection between the selection of methods and sources of evidence and/or the aim/area of the investigation, but there is little reasoned explanation. *Typically answers will implicitly refer to the area of study e.g. a mention of a relevant sample group or for justification, may not refer to the aims of the study.* [1]
- AO2/Level 2:** Candidate explains and justifies the selection of methods and/or sources of evidence in relation to the aim/area of the investigation. *Typically answers will have explicit justification but may well rely on connection to the area of study, not the aim.* To get 3 marks answers must justify **and** relate to the topic area. [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 – WORK AND EMPLOYMENT

2 (a) Identify and describe three causes of unemployment. [6]

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

*Three from:*

Structural:

- Businesses moving abroad
- Industries closing down e.g. ship building
- Automation/mechanisation/computerisation
- Compulsory redundancies
- Lack of jobs
- C.A.G.E.D (Class, Age, Gender, Ethnicity, Disability)
- Failure of Welfare State
- Other reasonable response.

Cultural/Individual:

- Criminal record
- Laziness
- Lack of necessary skills
- Other reasonable response.

(b) Using examples, explain the possible effects of unemployment. [9]

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

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

- Lack of money
- Lack of social contact
- Lack of status
- Lack of intrinsic satisfaction
- Boredom
- Effects on society e.g. possibly higher divorce rates; higher domestic violence; higher morbidity/mortality rates; political unrest; higher crime
- Effects on economy e.g. higher need for welfare
- Other reasonable response.

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

- (c) 'All people in paid work are treated equally in the UK.'  
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:

- Tax
- Equal Opportunities Policy
- Sex Discrimination Act
- Race Relations Act
- Disability Act
- Health and Safety laws
- Other reasonable response.

Arguments and evidence **against** the claim:

- Unequal tax
- Racism
- Ageism
- Sexism e.g. glass ceiling
- Discrimination against the disabled
- Any discussion of unequal pay, status or promotion
- Other reasonable response.

[Total mark for Question 2: 25]

**SECTION C – THE MASS MEDIA**

- 3 (a) Identify and describe three ways the mass media are controlled. [6]

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

*Three from:*

- Censorship
- Certification
- Watershed
- D Notice
- Official Secrets Act
- Shareholders
- Owners
- Advertisers
- Audiences
- Journalists
- Editors
- Other reasonable response.

- (b) Using examples, explain how the content of newspapers is selected. [9]

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

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

- Agenda setting
- Time and Space
- Moral panics
- Money/selling newspapers
- News values
- Other reasonable response.

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



- (c) 'There should be no control over the content of mass media.'  
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:

- The public have a right to the truth
- Due impartiality
- Media needs to be independent from the government
- Government may be covering up their faults e.g. Iraqi mistreatment
- Public will control their own viewing through choice
- Parents will control the media of their children themselves
- The democrats need for free speech
- Other reasonable response.

Arguments and evidence **against** the claim:

- In times of war some information could be used by the enemy
- In times of war, morale could be damaged by the truth
- In times of war, the truth may need to wait to prevent public reaction causing problems
- In times of war, security may need maintaining
- Hypodermic syringe: media may cause poor behaviour
- Owners need to control e.g. for moral stance
- Society needs a moral stance e.g. against paedophilia etc
- Other reasonable response.

**[Total Mark for Question 3: 25]**

- 4 (a) Identify and describe three ways the mass media can socialise people. [6]

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

*Three from:*

- Media representation leading to labelling and possibly self-fulfilling prophecy
- Representation of gender
- Representation of race
- Representation of age
- Advertising – telling us what to buy
- Social control – telling us right from wrong e.g. soap operas baddies lose
- Creation of culture
- Creation of news/norm referencing/agenda setting
- Normalisation of behaviour e.g. violence
- Other reasonable response.

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

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

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

- Presenting deviant role models
- Desensitisation
- Copy cat behaviour
- Deviant socialisation
- Promotion of deviant lifestyles
- Moral panics
- Any effects models e.g. hypodermic syringe model
- Other reasonable response.

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

- (c) 'The media is stereotypical in the way it portrays people.'  
Evaluate this claim.

[10]

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

Candidates may focus either on one aspect of stereotype e.g. gender or race, or they may choose to discuss several aspects within their answer. Candidates may discuss and evaluate the following aspects of the claim:

Arguments and evidence **for** the claim:

- 1996 survey found ethnic minorities only presented programmes in certain areas of the media (news, children's programmes and educational programmes)
- Common stereotypes in the past included dangerous savage, noble savage, entertainer, devious villain (Blundell)
- Portrayal of Arab connection to terrorism
- In news ethnic minorities only seen in connection to immigrant numbers or crime and deviance
- Women as Housewife, Sex symbol, Subordinate

OR

Generic ideas:

- Distortion; repetition; invisibility
- Other reasonable response.

Arguments and evidence **against** the claim:

- Existence of ethnic minority presenters in news, children's programmes etc
- Existence of ethnic minority in "everyday situations" e.g. soap operas
- Ethnic minority audiences and creation of programmes e.g. Goodness gracious me (Asian comedy programme)
- 1980's multi cultural advertising became popular e.g. coca cola
- Women not as subordinate, housewife or sex symbol

OR

Generic ideas:

- Breaking with tradition
- Other reasonable response.

**[Total marks for Question 4: 25]**

**SECTION C – POVERTY**

- 5 (a) Identify and describe three ways poverty is measured. [6]

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

*Three from:*

- Absolute poverty
- Relative Townsend's deprivation index
- Environmental (social exclusion)
- Subjective
- Half Below Average Income
- Government benefits measures
- Other reasonable response.

- (b) Using examples, explain how poverty can lead to social exclusion. [9]

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

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

- Social (Homelessness, Stigma, ill health, stress, dependence on benefits, deprivation etc)
- Cultural (lack of leisure and recreation, poor neighbourhood etc)
- Political (less likely to take part, less likely to feel represented etc)
- Economic (unemployment, extra costs, credit and debt etc)
- Other reasonable response.

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

- (c) 'Being from an ethnic minority has the greatest effect on a person's chances of being poor.'  
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:

- Low pay
- Discrimination etc
- High unemployment
- Low skills
- Language issues
- Trapped in deprived areas and lifestyle
- Cultural issues e.g. shame/stigma of collecting benefits
- Other reasonable response.

Arguments and evidence **against** the claim:

- Elderly – low pension, living longer etc
- Lone parent families – usually one income, female so predisposed to low wage etc
- Homeless – no address, no income, no benefits
- Unemployed – benefits = low income
- Life cycle stage – Students/elderly
- Children – high percentage of children living in poverty due to poor parents
- Women – live longer, low pay, dual burden etc
- Underclass – poverty trap etc
- Ethnic minorities who have done well
- Other reasonable response.

**[Total marks for Question 5: 25]**

- 6 (a) Identify and describe three possible ways poverty might affect a child's education. [6]

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

*Three from:*

Economically:

- Lack of resources
- Not being able to afford private school
- Negative affects on health and absence in school
- Quality of catchment schools
- Other reasonable response.

Culturally

- Lack of cultural capital
- Lack of parental support/pressure
- Attitudes of peer groups
- Other reasonable response.

School response

- Discrimination.

- (b) Using examples, explain how people might be prevented from rising out of poverty. [9]

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

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

- Means tested benefits can mean increased wage is costly in loss of benefits
- Cost of poverty e.g. run down housing is costly/local shops more expensive
- Leaving benefits to work may mean a decrease in income – poverty trap
- Culture of poverty - Lewis
- Cycle of deprivation - Joseph
- Personal laziness – Murray / New Right
- Other reasonable response.

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

- (c) 'Higher state benefits will end poverty.'  
Evaluate this claim.

[10]

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

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

Arguments and evidence **for** the claim:

- Increased income
- Afford necessities thus curing absolute poverty
- Other reasonable response.

Arguments and evidence **against** the claim:

- Education Maintenance Allowance (EMA)
- Cause dependency culture - Marsland
- Does not cure relative poverty
- Other solutions are more helpful e.g. free education, minimum wage, help people help themselves e.g. Big Issue project
- Cause a greater poverty trap
- Some will not claim benefits due to stigma e.g. some ethnic minorities
- Universal benefits are costly to the country and do not target the needy – New Right
- Other reasonable response.

**[Total marks for Question 6: 25]**

**SECTION C – CONTEMPORARY SOCIAL CHANGES**

- 7 (a) Identify and describe three ways in which the UK's population structure has changed. [6]

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

*Three from:*

- Women outlive males and thus more females of a pensionable age
- Less births from mid to late 70's (or in 20<sup>th</sup> century)
- Birth dearth (less births than deaths)
- Population density in some areas e.g. South East England
- Depopulation of countryside
- Baby boom post Second World War
- Increase in ethnic mix
- Increase in immigration/migration
- Smaller families (is class based)
- Increase in life expectancy
- Ageing population
- Other reasonable response.

- (b) Using examples, explain the effects of an ageing population. [9]

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

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

For society:

- Drain on welfare state (burden of dependency)
- Fewer customers for goods and services weakening the economy
- Less workers
- A need for immigrant workers
- Age discrimination laws
- Other reasonable response.

For the individuals:

- Escape from work to retirement or rising retirement ages
- More time for leisure
- Loss of personal income
- Loss of sense of purpose/ health/ social contact
- Other reasonable response.

For the family:

- Free childcare
- Burden on family financially
- Burden on family physically
- Change in structure e.g. Beanpole families
- Other reasonable response.

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



- (c) 'Countries benefit from immigration.'  
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:

- Increase of community
- Economic reasons e.g. work force, combat to ageing population
- Cultural reasons e.g. Globalised culture; gaining different foods, beliefs etc
- Benefits of internal migration
- Fills skills gap
- Benefits to the country left e.g. return of income
- Other reasonable response.

Arguments and evidence **against** the claim:

- Loss of community
- Loss of jobs
- Loss of resources
- Cultural class
- Other reasonable response.

**[Total mark for Question 7: 25]**

- 8 (a) Identify and describe three possible solutions to world poverty. [6]

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

Three reasons identified from:

- Financial aid
- Government aid
- Individual aid (donation)
- Physical aid e.g. working abroad
- Sending material goods
- Small scale projects can be tailor made
- Development work
- Other reasonable response.

- (b) Using examples, explain why aid may not help end world poverty. [9]

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

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

- Projects often too large
- Aid creates dependency
- Often based on a lack of local knowledge
- Often damages the environment
- Often ignores the wishes of local people
- Marxist – continues imperialism
- Corrupt governments take the aid
- Debt and interest is the real problem
- Other reasonable response.

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

- (c) 'Industrial development is always good.'  
Evaluate this claim.

[10]

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

Candidates may discuss and evaluate the following aspects:

Arguments and evidence **for** the claim:

- Development through machinery leads to prosperity for the economy
- Development through machinery leads to jobs and individual prosperity
- Can compete in international markets
- Other reasonable response.

Arguments and evidence **against** the claim:

- Possible environmental degradation
- Can be a loss of jobs in traditional/manual jobs
- Often relies on colonisation of poorer countries
- Often causes a loss of resources without a thought to sustainable development
- Other reasonable response.

**[Total mark for Question 8: 25]**

**[Total mark: 80]**

## MARK SCHEME HIGHER

## SECTION B &amp; 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]**

**AO1/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 or makes 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 e.g. 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. *Typically answers will be critically evaluated with a conclusion.* [4]

**Total mark: [25]**

# Grade Thresholds

General Certificate of Secondary Education  
Sociology (Specification Code 1990)  
June 2008 Examination Series

## Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
01	80	n/a	n/a	51	43	35	28	22
02	80	n/a	n/a	52	43	34	25	16
03	80	52	44	36	28	n/a	n/a	n/a
04	80	60	50	41	32	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	120	100	81	62	43
Percentage in Grade	200	n/a	n/a	n/a	21.1	29	23	16.2	7.9
Cumulative Percentage in Grade	200	n/a	n/a	n/a	21.1	50.1	73.1	89.3	97.2

The total entry for the examination was 1328

### Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	162	141	120	100	78	67	n/a	n/a
Percentage in Grade	200	6.9	19.3	28.6	25.8	14.3	2.9	n/a	n/a
Cumulative Percentage in Grade	200	6.9	26.2	54.8	80.6	94.9	97.8	n/a	n/a

The total entry for the examination was 3000

### Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	4.7	13.1	19.3	24.3	19	9.5	5.2	2.5
Cumulative Percentage in Grade	4.7	17.8	37.1	61.4	80.4	89.9	95.1	97.6

The total entry for the examination was 4328

Statistics are correct at the time of publication.

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