

Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

SOCIOLOGY
PAPER 1 (FOUNDATION TIER)

1990/1

Specimen Paper 2003

Additional materials:
Answer booklet.

TIME 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number on the answer booklet.
- Write your answers on the answer booklet.
- Write the question number against each answer you write.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Answer the question in **Section A**.
- Answer the question in **Section B**.
- Answer **one** question from **Section C**.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **80**.
- You will be awarded marks for the quality of written communication where an answer requires a piece of extended writing.

Question number	For examiner's use only
1	
2	
3	
4	
5	
6	
7	
8	
TOTAL	

Answer ALL of Question One in Section A. Answer ALL of Question Two in Section B.
Answer ONE question from Section C.

SECTION A – POWER AND CITIZENSHIP

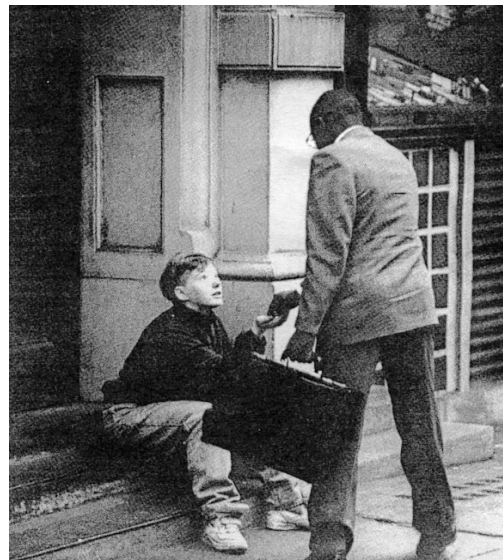
Introduction

Some groups of people do not have much power, for example the homeless and unemployed. As a result they may have many disadvantages in society. Sometimes pressure groups are organised to fight for their interests and to improve their opportunities.

The following **three** sources present evidence about homeless people and pressure groups that try to improve their lives.

SOURCE A

Sleeping Rough



Begging

Adapted from 'Wherever I Lay My Hat, Young Women and Homelessness', published by Shelter in 1991.

SOURCE B

Getting results! Pressure groups and the homeless

The aim of the study was to find out how pressure groups try to get help from the Government. So I decided to join a pressure group.

I began to take part in many of the pressure group's activities. This included writing to MPs (Members of Parliament), demonstrations and protest marches. We tried to get publicity in the media.

Adapted from a participant observation study of pressure groups in 2000.

SOURCE C

Thursday 9th November 1991

Things got really bad last night. I ended up sleeping on park benches. I was very, very frightened. I've always had a fear of someone in the dark watching me. In the park it was even worse. I couldn't sleep because I thought someone would get me.

An extract from a diary completed by a homeless female in 1996.

- 1 (a) From the evidence in **Source A**, give **two** problems of being homeless. [2]
- (b) **Source B** is based upon evidence gathered from *participant observation*.
Using examples from **Source B**, describe what is meant by participant observation. [6]
- (c) Identify and describe **two** reasons why the evidence in **Source B** may not be reliable or accurate. [6]
- (d) How useful is **Source C** as evidence of the experience of **all** homeless people? [6]
- (e) 'Pressure groups can influence the Government and change things.'
Describe and explain the methods and evidence sociologists could use to test this claim. [10]

SECTION B – FAMILY AND IDENTITY

- 2 There are many different family structures in Britain today. However most families provide relationships for adults and care for children.
- (a) Identify and describe **two** types of family structure. [6]
- (b) Using examples, describe the socialisation of children within families. [9]
- (c) 'Family relationships today are unequal.'
Evaluate the arguments **for** and **against** this statement. [10]

SECTION C

Altogether there are **SIX** questions in this section. Choose **ONE** question from all six.

CRIME, DEVIANCE AND SOCIAL CONTROL

- 3 Behaviour that is seen as *deviant* in one situation may be seen as *normal* in another.
- (a) Identify and describe **two** activities that may be seen as deviant. [6]
- (b) Using examples, describe how people learn the difference between normal and deviant behaviour. [9]
- (c) 'Criminal behaviour is caused by lack of money and opportunities'.
Evaluate the arguments **for** and **against** this statement. [10]
- 4 Social control stops most people from being deviant or breaking the law. Social control may be *formal* or *informal*.
- (a) Identify and describe **two** types of *informal* social control. [6]
- (b) Using examples, describe the role of the family in social control. [9]
- (c) 'Prisons stop people from committing crime.'
Evaluate the arguments **for** and **against** this statement. [10]

PROTEST AND SOCIAL MOVEMENTS

- 5 People in *social movements* usually have similar beliefs. They often try to get other people to join the movement and share their beliefs.
- (a) Identify and describe **two** social movements. [6]
- (b) Using examples, describe how a social movement grows. [9]
- (c) 'Social movements do not change society.'
Evaluate the arguments **for** and **against** this statement. [10]

- 6 When groups of people disagree with something in society they may form *protest groups* and take action to bring about change.
- (a) Identify and describe **two** protest movements. [6]
- (b) Using examples, describe the methods protest groups use to bring about change. [9]
- (c) 'Protest groups are only successful if they get the attention of the media'.
Evaluate the arguments **for** and **against** this statement. [10]

RELIGION

- 7 Some sociologists say that religion is becoming less important in society. This process is called Secularisation.
- (a) Identify and describe **two** ways in which religion may be *less* important than in the past. [6]
- (b) Using examples, describe why secularisation may be taking place in society. [9]
- (c) 'Religion no longer influences people's lives.'
Evaluate the arguments **for** and **against** this statement. [10]
- 8 Religion takes many different forms in society and new religious groups often develop.
- (a) Identify and describe **two** different types of religious group. [6]
- (b) Using examples, describe why people join religious groups. [9]
- (c) 'Religion in Britain is changing'.
Evaluate the arguments **for** and **against** this statement. [10]

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MARK SCHEME

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SECTION A – POWER AND CITIZENSHIP

1(a) From the evidence in Source A, give two problems of being homeless. [2]

Target: Assessment Objective 2 (2 marks)

Two from:

- No shelter
- Nowhere to sleep
- Exposure to the weather
- Difficult to get a job and income
- Personal security
- Other reasonable response.

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

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

1(b) Source B is based upon evidence gathered from participant observation. Using examples from Source B, describe what is meant by participant observation. [6]

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

Participant observation is watching and recording people's behaviour whilst taking part in their activities.

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

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

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

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

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

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

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

Participant observation is watching and recording people's behaviour whilst taking part in their activities.

Two from:

- May contain bias in collection of evidence e.g. researcher; subject
- May contain recording error
- May contain bias in analysis and interpretation
- May contain editorial or presentational bias
- The presence of the observer may change the behaviour of the subjects
- The subject may not be representative
- Other reasonable response.

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

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

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

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

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

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

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

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

There are three main areas of discussion/issues:

- Sample size - one teenage female subject;
- Nature of the evidence – a personal diary;
- Source of the evidence - extract from a newspaper report dated 1996.

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

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

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

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

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

AO2/Level 1: Candidate identifies one or more area without explanation. [1]

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

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

1(e) ‘Pressure groups can influence the Government and change things.’ 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:

- The nature of pressure groups
- Homelessness
- Methods of political action
- Other reasonable response.

Possible methods:

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

Possible types of evidence:

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

- AO1/Level 1:** Candidate reveals limited knowledge and some partial understanding of area of social life and limited methods/sources of evidence. [1]
- AO1/Level 2:** Candidate reveals basic knowledge and understanding of area of social life and several methods/sources of evidence. [2-3]
- AO1/Level 3:** Candidate reveals good knowledge and sound understanding of area of social life and a range of methods and sources of evidence, primary and secondary. [4-5]
- AO2/Level 1:** Candidate selects some methods and sources of evidence but these are implicit and not explained clearly. [1]
- AO2/Level 2:** Candidate makes a clear connection between the selection of methods and sources of evidence and the aim of the investigation but there is little reasoned explanation. [2-3]
- AO2/Level 3:** Candidate explains the selection of methods and sources of evidence in relation to the aim of the investigation. [4-5]

[Total mark for Question 1: 30]

SECTION B - FAMILY AND IDENTITY

There are many different family structures in Britain today. However families still provide relationships for adults and care for children.

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

Target: Assessment Objective 1 (6 marks).

Two from:

- Nuclear
- Extended
- Monogamous
- Polygamous
- Single parent
- Reconstituted
- Other reasonable response.

Three marks available for **each** type of family structure identified and described, awarded according to the levels below:

AO1/Level 1: Candidate identifies example only or reveals limited knowledge and some partial understanding of family structure. [1]

AO1/Level 2: Candidate identifies and describes the example simply and/or and reveals basic knowledge and understanding of family structure. [2]

AO1/Level 3: Candidate identifies and describes the example clearly and fully and reveals good knowledge and sound understanding of family structure. Candidates at this level may use sociological concepts appropriately. [3]

2(b) Using examples, describe the socialisation of children within families. [9]

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

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

- Role models of parents, siblings and other family members
- Actions of parents e.g. teaching to read; guiding about manners
- Use of language
- Influence of the media e.g. books; TV
- Discipline e.g. reward and punishment
- Other reasonable response.

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding of one or more aspects of the process; only supported by limited examples with some lack of clarity. [1-2]

AO1/Level 2: Candidate reveals basic knowledge and understanding; usually some description of two or more aspects of the process supported by one or two examples. [3-5]

AO1/Level 3: Candidate reveals good knowledge and understanding; usually some description of three or more aspects of the process supported by one or two examples; reveals some understanding of main links between structures, processes and issues. [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 some information and evidence to construct and support arguments that are mainly clear. [2]

2(c) 'Family relationships today are unequal.' Evaluate the arguments for and against this statement. [10]

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

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

Arguments and evidence **for** the statement:

- Different roles, power and status of husbands and wives e.g. housework; decision-making
- Different roles, power and status of parents and children e.g. work and income; distribution of family resources
- Different status of elderly members of the family
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Theories about the growth of the symmetrical family e.g. equal roles within and outside the family; child-centredness
- Influence of the women's movement and feminism e.g. higher esteem for women
- Changing role, power and status of family members e.g. more status and power for women in law
- Other reasonable arguments.

- AO2/Level 1:** Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence and information. [1-2]
- AO1/Level 2:** Candidate reveals basic knowledge and understanding; some discussion of two or more aspects of the issue supported by some evidence and information. [3-4]
- AO1/Level 3:** Candidate reveals good knowledge and sound understanding; discussion of three or more aspects of the issue supported by relevant evidence and information; reveals understanding of main links between structures, processes and issues. [5-6]
- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are not used; meaning is often unclear. [1]
- AO2/Level 2:** Candidate uses some information to make some points or arguments that may lack clarity; there is little attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are often inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. [2]
- AO2/Level 3:** Candidate uses information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity at times; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent. [3]
- AO2/Level 4:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; the argument is evaluated in a balanced way; evidence and information are presented clearly; spelling, punctuation and grammar are considerably accurate; a range of specialist terms are used correctly; meaning is generally clear. [4]

[Total mark for Question 2: 25]

SECTION C - CRIME, DEVIANCE AND SOCIAL CONTROL

3 Behaviour that is seen as deviant in one situation may be seen as normal in another.

3(a) Identify and describe two activities that may be seen as deviant. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Deviant beliefs and attitudes
- Deviant norms
- Deviant values
- Deviant behaviour
- Other reasonable response.

Three marks available for **each** type of deviant act identified and described, awarded according to the levels below:

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding. [1]

AO1/Level 2: Candidate reveals basic knowledge and understanding [2]

AO1/Level 3: Candidate reveals good knowledge and sound understanding. [3]

3(b) Using examples, describe how people learn the difference between normal and deviant behaviour. [9]

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

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

- Socialisation as a child, by parents (e.g. discipline for deviant behaviour)
- Socialisation by the media
- The informal reaction of others (peer group)
- Negative and positive sanctions for behaviour learned at school
- The existence of formal control in the form of legislation; police activity; the courts
- Other reasonable response.

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding of one or more aspects of the process; only supported by limited examples with some lack of clarity. [1-2]

AO1/Level 2: Candidate reveals basic knowledge and understanding; usually some description of two or more aspects of the process supported by one or two examples. [3-5]

AO1/Level 3: Candidate reveals good knowledge and understanding; usually some description of three or more aspects of the process supported by one or two examples; reveals some understanding of main links between structures, processes and issues. [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 some information and evidence to construct and support arguments that are mainly clear. [2]

3(c) 'Criminal behaviour is caused by lack of money and opportunities.' Evaluate the arguments for and against the 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 importance of family background and home environment
- Transmitting of criminal values between generations
- The influence of parents and schools in instilling societal values
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- The influence of the peer group and the development of a deviant subculture
- Opportunity structure
- The effects of labelling and stereotyping in causing criminal behaviour
- Other reasonable arguments.

- AO1/Level 1:** Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence and information. [1-2]
- AO1/Level 2:** Candidate reveals basic knowledge and understanding; some discussion of two or more aspects of the issue supported by some evidence and information. [3-4]
- AO1/Level 3:** Candidate reveals good knowledge and sound understanding; discussion of three or more aspects of the issue supported by relevant evidence and information; reveals understanding of main links between structures, processes and issues. [5-6]
- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are not used; meaning is often unclear. [1]
- AO2/Level 2:** Candidate uses some information to make some points or arguments that may lack clarity; there is little attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are often inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. [2]
- AO2/Level 3:** Candidate uses information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity at times; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent. [3]
- AO2/Level 4:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; the argument is evaluated in a balanced way; evidence and information are presented clearly; spelling, punctuation and grammar are considerably accurate; a range of specialist terms are used correctly; meaning is generally clear. [4]

[Total Mark for Question 3: 25]

4 Social control stops most people from being deviant or breaking the law. Social control may be formal or informal.

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

Target: Assessment Objective 1 (6 marks).

Two from:

- Socialisation in the family, education, media, workplace, church, etc.
- Religion
- Social rewards and punishments in groups e.g. ostracism
- The influence of role models
- Other reasonable response.

Three marks available for **each** type of informal control identified and described, awarded according to the levels below:

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding of informal control. [1]

AO1/Level 2: Candidate reveals basic knowledge and understanding of informal control. [2]

AO1/Level 3: Candidate reveals good knowledge and sound understanding of informal control. [3]

4(b) Using examples, describe the role of the family in social control. [9]

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

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

- Early childhood socialisation – teaching of acceptable (normal) behaviour
- Discipline and punishment for breaking rules (e.g. grounding; stopping pocket money)
- Approval or disapproval of social action
- Through setting an example
- Other reasonable response.

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding of one or more aspects of the process; only supported by limited examples with some lack of clarity. [1-2]

AO1/Level 2: Candidate reveals basic knowledge and understanding; usually some description of two or more aspects of the process supported by one or two examples. [3-5]

AO1/Level 3: Candidate reveals good knowledge and understanding; usually some description of three or more aspects of the process supported by one or two examples; reveals some understanding of main links between structures, processes and issues. [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 some information and evidence to construct and support arguments that are mainly clear. [2]

4(c) 'Prisons stop people from committing crime.' Evaluate the arguments for and against the 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:

- Acts as a deterrent
- Confines criminals; keeps them off the street
- Matching crime with a punishment
- Rehabilitation in prison stops reoffending
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- High rate of re-offending
- The problems associated with being later labelled as a criminal
- Many prisoners graduate from minor to more major crimes in prison
- Informal agencies are more important in establishing boundaries for acceptable behaviour – prisons should be seen as a last resort
- Other reasonable arguments.

- AO1/Level 1:** Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence and information. [1-2]
- AO1/Level 2:** Candidate reveals basic knowledge and understanding; some discussion of two or more aspects of the issue supported by some evidence and information. [3-4]
- AO1/Level 3:** Candidate reveals good knowledge and sound understanding; discussion of three or more aspects of the issue supported by relevant evidence and information; reveals understanding of main links between structures, processes and issues. [5-6]
- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are not used; meaning is often unclear. [1]
- AO2/Level 2:** Candidate uses some information to make some points or arguments that may lack clarity; there is little attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are often inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. [2]
- AO2/Level 3:** Candidate uses information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity at times; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent. [3]
- AO2/Level 4:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; the argument is evaluated in a balanced way; evidence and information are presented clearly; spelling, punctuation and grammar are considerably accurate; a range of specialist terms are used correctly; meaning is generally clear. [4]

[Total marks for Question 4: 25]

SECTION C - PROTEST AND SOCIAL MOVEMENTS

5 People in social movements usually have similar beliefs. They often try to get other people to join the movement and share their beliefs.

5(a) Identify and describe two examples of social movements [6]

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

Two from:

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

Three marks available for **each** social movement identified and described, awarded according to the levels below:

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding. [1]

AO1/Level 2: Candidate reveals basic knowledge and understanding. [2]

AO1/Level 3: Candidate reveals good knowledge and sound understanding. [3]

5(b) Using examples, describe how a social movement grows. [9]

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

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

- Use of protest to get attention
- Advertising and marketing
- Political lobbying
- Use of the media
- Use of opinion leaders and celebrities
- Fundraising
- Other reasonable response.

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding of one or more aspects of the process; only supported by limited examples with some lack of clarity. [1-2]

AO1/Level 2: Candidate reveals basic knowledge and understanding; usually some description of two or more aspects of the process supported by one or two examples. [3-5]

AO1/Level 3: Candidate reveals good knowledge and understanding; usually some description of three or more aspects of the process supported by one or two examples; reveals some understanding of main links between structures, processes and issues. [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 some information and evidence to construct and support arguments that are mainly clear. [2]

5(c) 'Social Movements do not change society'. Evaluate the arguments for and against the 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:

- Influence of existing powerful groups resisting change
- Little impact on main political process
- Apathy
- Many social movements not large enough to be of interest to most people
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Some movements become very influential and change beliefs and values
- They affect political policies
- Some form political parties which gain access to political process
- Shape media content
- Influence the political agenda
- Other reasonable arguments.

- AO1/Level 1:** Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence and information. [1-2]
- AO1/Level 2:** Candidate reveals basic knowledge and understanding; some discussion of two or more aspects of the issue supported by some evidence and information. [3-4]
- AO1/Level 3:** Candidate reveals good knowledge and sound understanding; discussion of three or more aspects of the issue supported by relevant evidence and information; reveals understanding of main links between structures, processes and issues. [5-6]
- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are not used; meaning is often unclear. [1]
- AO2/Level 2:** Candidate uses some information to make some points or arguments that may lack clarity; there is little attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are often inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. [2]
- AO2/Level 3:** Candidate uses information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity at times; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent. [3]
- AO2/Level 4:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; the argument is evaluated in a balanced way; evidence and information are presented clearly; spelling, punctuation and grammar are considerably accurate; a range of specialist terms are used correctly; meaning is generally clear. [4]

[Total marks for Question 5: 25]

SECTION C – PROTEST AND NEW SOCIAL MOVEMENTS

6 When groups of people disagree with something in society they can form protest groups and take action to bring about change.

6(a) Identify and describe two protest movements.

[6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Feminism
- Environmental Movements e.g. Greenpeace
- Animal Rights
- CND
- Fuel Tax or Poll Tax
- Other reasonable response.

Three marks available for **each** type of movement identified and described, awarded according to the levels below:

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding. **[1]**

AO1/Level 2: Candidate reveals basic knowledge and understanding. **[2]**

AO1/Level 3: Candidate reveals good knowledge and sound understanding. **[3]**

6(b) Using examples, describe the methods protest groups use to bring about change.

[9]

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

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

- Marches
- Media Campaigns
- Riots and Vandalism
- Publicity Stunts
- Direct and Indirect Action
- Non-cooperation
- Illegal and violent protests
- Other reasonable response.

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding of one or more aspects of the process; only supported by limited examples with some lack of clarity. [1-2]

AO1/Level 2: Candidate reveals basic knowledge and understanding; usually some description of two or more aspects of the process supported by one or two examples. [3-5]

AO1/Level 3: Candidate reveals good knowledge and understanding; usually some description of three or more aspects of the process supported by one or two examples; reveals some understanding of main links between structures, processes and issues. [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 some information and evidence to construct and support arguments that are mainly clear. [2]

6(c) 'Protest groups are only successful if they get the attention of the media.'
Evaluate this claim by looking at arguments for and against the 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:

- It makes it more difficult for authorities to ignore
- It acts as a advertisement to the public
- The media can sometimes promote the cause
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- It may backfire – and public support may be withdrawn
- Protest groups can be successful without media influence and coverage.
- Sometimes, media coverage can be negative.
- Other reasonable arguments.

- AO1/Level 1:** Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence and information. [1-2]
- AO1/Level 2:** Candidate reveals basic knowledge and understanding; some discussion of two or more aspects of the issue supported by some evidence and information. [3-4]
- AO1/Level 3:** Candidate reveals good knowledge and sound understanding; discussion of three or more aspects of the issue supported by relevant evidence and information; reveals understanding of main links between structures, processes and issues. [5-6]
- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are not used; meaning is often unclear. [1]
- AO2/Level 2:** Candidate uses some information to make some points or arguments that may lack clarity; there is little attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are often inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. [2]
- AO2/Level 3:** Candidate uses information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity at times; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent. [3]
- AO2/Level 4:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; the argument is evaluated in a balanced way; evidence and information are presented clearly; spelling, punctuation and grammar are considerably accurate; a range of specialist terms are used correctly; meaning is generally clear. [4]

SECTION C - RELIGION

7 Some sociologists say that religion is becoming less important in society. This process is called Secularisation.

7(a) Identify and describe two ways in which religion may be less important than in the past.

[6]

Target: Assessment Objective 1 (6 Marks).

Two from:

- Decline in church attendance
- Less powerful institutions
- Less influence on society e.g. education; beliefs and values
- Lower status of priests
- Fewer people profess faith or belief in God
- Other reasonable response.

Three marks available for **each** way identified and described, awarded according to the levels below:

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding. [1]

AO1/Level 2: Candidate reveals basic knowledge and understanding. [2]

AO1/Level 3: Candidate reveals good knowledge and sound understanding. [3]

7(b) Using examples, describe why secularisation may be taking place in society.

[9]

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

Candidate may identify and describe the following reasons:

- Influence of greater prosperity and security
- Increased material wealth
- Scientific perspectives
- Increased separation of church and state
- Other reasonable response.

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding of one or more aspects of the process; only supported by limited examples with some lack of clarity. [1-2]

AO1/Level 2: Candidate reveals basic knowledge and understanding; usually some description of two or more aspects of the process supported by one or two examples. [3-5]

AO1/Level 3: Candidate reveals good knowledge and understanding; usually some description of three or more aspects of the process supported by one or two examples; reveals some understanding of main links between structures, processes and issues. [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 some information and evidence to construct and support arguments that are mainly clear. [2]

7(c) 'Religion no longer influences people's lives'. Evaluate the arguments for and against this statement. [10]

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

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

Arguments and evidence **for** the statement:

- Decline in Church attendance – general secularisation debate
- Decline in general belief in God (overtaken by belief in science)
- The separation of Church and Government
- The negative aspects of religion e.g. Religious wars
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Popularity of religious programmes on T.V. e.g. Songs of Praise!
- People believe in God, even if they don't go to Church
- Growth of Religious sects, cults and New Religious Movements
- Growth of influence of the New Christian Right, especially in the USA
- Continued importance of religion for some sections of the community (eg. British Muslims, Hindus, Jews etc) and even more so on a world wide basis
- Other reasonable arguments.

- AO1/Level 1:** Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence and information. [1-2]
- AO1/Level 2:** Candidate reveals basic knowledge and understanding; some discussion of two or more aspects of the issue supported by some evidence and information. [3-4]
- AO1/Level 3:** Candidate reveals good knowledge and sound understanding; discussion of three or more aspects of the issue supported by relevant evidence and information; reveals understanding of main links between structures, processes and issues. [5-6]
- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are not used; meaning is often unclear. [1]
- AO2/Level 2:** Candidate uses some information to make some points or arguments that may lack clarity; there is little attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are often inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. [2]
- AO2/Level 3:** Candidate uses information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity at times; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent. [3]
- AO2/Level 4:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; the argument is evaluated in a balanced way; evidence and information are presented clearly; spelling, punctuation and grammar are considerably accurate; a range of specialist terms are used correctly; meaning is generally clear. [4]

[Total mark for Question 7: 25]

8 Religion takes many different forms in society and new religious groups often develop.

8(a) Identify and describe two different types of religious group. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Christian Churches
- Denominations
- Sects
- Cults
- Other World Faiths
- Other reasonable response.

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

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding. [1]

AO1/Level 2: Candidate reveals basic knowledge and understanding. [2]

AO1/Level 3: Candidate reveals good knowledge and sound understanding. [3]

8(b) Using examples, describe why people join religious groups. [9]

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

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

- Conversion or similar experience
- Influence of family, friends, education or other aspect of socialisation process
- Response to personal or other crisis
- Social disadvantage
- To get meaning in life
- Other reasonable response.

AO1/Level 1: Candidate reveals limited knowledge and some partial understanding of one or more aspects of the process; only supported by limited examples with some lack of clarity. [1-2]

AO1/Level 2: Candidate reveals basic knowledge and understanding; usually some description of two or more aspects of the process supported by one or two examples. [3-5]

AO1/Level 3: Candidate reveals good knowledge and understanding; usually some description of three or more aspects of the process supported by one or two examples; reveals some understanding of main links between structures, processes and issues. [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 some information and evidence to construct and support arguments that are mainly clear. [2]

8(c) 'Religion in Britain is changing'. Evaluate the arguments for and against the 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 growth of New Religious Movements, sects and cults
- Arguments for secularisation
- The increase in other world faiths
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Continued dominance of the Church of England and Christian religious groups
- Links of Church to State
- Many people still profess faith in God
- The rise in evangelism
- Other reasonable arguments.

- AO1/Level 1:** Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence and information. [1-2]
- AO1/Level 2:** Candidate reveals basic knowledge and understanding; some discussion of two or more aspects of the issue supported by some evidence and information. [3-4]
- AO1/Level 3:** Candidate reveals good knowledge and sound understanding; discussion of three or more aspects of the issue supported by relevant evidence and information; reveals understanding of main links between structures, processes and issues. [5-6]
- AO2/Level 1:** Candidate uses limited information in a simple manner to make some limited points or arguments that lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are not used; meaning is often unclear. [1]
- AO2/Level 2:** Candidate uses some information to make some points or arguments that may lack clarity; there is little attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are often inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. [2]
- AO2/Level 3:** Candidate uses information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity at times; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent.
- AO2/Level 4:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; the argument is evaluated in a balanced way; evidence and information are presented clearly; spelling, punctuation and grammar are considerably accurate; a range of specialist terms are used correctly; meaning is generally clear. [4]

[Total mark for Question 8: 25]

[Total mark: 80]

