

**Oxford Cambridge and RSA Examinations**  
**General Certificate of Secondary Education**

**SOCIOLOGY**  
**PAPER 2**  
**FOUNDATION TIER**

**1990/2**

**Specimen Paper 2003**

Additional materials:  
 Answer booklet.

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

- Write your name, Centre number and candidate number in the answer booklet.
- Write your answers in the answer booklet.
- Read each question carefully and make sure you know what you have to do before starting your answer.
- Write the question number against each answer you write.
- 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
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>TOTAL</b>	

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

## SECTION A - EDUCATION

### Introduction

Education helps people in many different ways. Learning may be interesting and enjoyable. It can lead to the development of new interests or hobbies. People also gain important knowledge and skills, which helps them to get jobs.

The following **three** sources present evidence about education and social inequality.

### SOURCE A

#### Going to school

'I worked hard because my parents said school was important. My mother and father believed that a good school could help us to get better jobs. They wanted us to escape from poverty. Education also taught us how to behave properly.'

*Adapted from an interview with a young person living in poverty in England in 2000.*

### SOURCE B

#### Level of qualification and earnings

The Average Weekly Earnings of Full-time Employees in Great Britain in 1999

	Male	Female
GCE A-level	£359	£245
GCSE	£335	£225
No Qualification	£279	£201

*Adapted from Government Statistics on Employment published in the United Kingdom in 2000.*

### SOURCE C

#### Choosing subjects at secondary school

Question: Are there any differences between girls and boys in choosing subjects at school?

Answer: 'I am sure that school affected my choice of subject. The girls usually chose GCSE Food or GNVQ Health and Social Care. The boys usually took Electronics or Computer Studies. Our teachers and careers advisers told us what to do! And then the girls usually did better in subjects like English.'

*An extract from a questionnaire completed by a female student in a comprehensive school for a GCSE Sociology research project in 1996.*

- 1 (a) From the evidence in **Source A**, give **two** reasons why the young person's parents believed that school was important. [2]
- (b) **Source B** is based upon evidence gathered from official statistics. Using examples, describe what is meant by official statistics. [6]
- (c) **Source B** is an example of secondary evidence. 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** students in schools? [6]
- (e) 'Girls are achieving higher examination results than boys in school.' Describe and explain the methods and evidence sociologists could use to test this claim. [10]

## SECTION B - WORK AND EMPLOYMENT

- 2 Changing technology in the workplace is affecting people in paid employment.
- (a) Identify and describe **two** reasons why people work in paid employment. [6]
- (b) Using examples, describe how employers may make work more satisfying for their employees. [9]
- (c) 'Changing technology causes problems for people in offices and factories.'  
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.

### THE MASS MEDIA

3 The mass media have grown and become an important way to communicate in society.

(a) Identify and describe **two** examples of the mass media. [6]

(b) Using examples, describe how the media can affect our opinions and attitudes. [9]

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

4 Some sociologists say that the mass media contain *stereotypes*. For example in the images of men and women.

(a) Identify and describe **two** media stereotypes of women. [6]

(b) Using examples, describe how the media create stereotypes of men and women. [9]

(c) 'The audience control the content of the media.'  
Evaluate the arguments **for** and **against** this statement. [10]

### POVERTY

5 Sociologists find poverty difficult to define and measure. However poverty can cause many disadvantages in people's lives.

(a) Identify and describe **two** ways of defining poverty. [6]

(b) Using examples, describe how people living in poverty are disadvantaged. [9]

(c) 'The poor only have themselves to blame for being in poverty.'  
Evaluate the arguments **for** and **against** this statement. [10]

- 6 Governments try to help people who are poor. However it is difficult for some groups of people to escape from poverty. For example single parents, ethnic minorities and the unemployed.
- (a) Identify and describe **two** ways in which the government helps people who are poor. [6]
- (b) Using examples, describe why some groups of people are more likely than others to live in poverty. [9]
- (c) 'It is impossible for people to get out of poverty.'  
Evaluate the arguments **for** and **against** this statement. [10]

### CONTEMPORARY SOCIAL CHANGES

- 7 The number of elderly people is growing in many societies. Soon there will be many more elderly people in the population of most countries. Meeting their needs will be a challenge.
- (a) Identify and describe **two** needs of elderly people. [6]
- (b) Using examples, describe the main reasons for the growth in the number of elderly people in many societies. [9]
- (c) 'Old people have lower status than other age groups in society.'  
Evaluate the arguments **for** and **against** the statement. [10]
- 8 Technology is changing very fast. This affects people's lives in many different ways.
- (a) Identify and describe **two** ways in which technology is changing. [6]
- (b) Using examples, describe how people's lives may be affected by new technology. [9]
- (c) 'New technology improves people's lives.'  
Evaluate the arguments **for** and **against** the statement. [10]



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**MARK SCHEME**

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## SECTION A - EDUCATION

- 1(a) From the evidence in Source A, give two reasons why the young person's parents believed that school was important. [2]**

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

*Two from:*

- To get better jobs
- To escape from poverty
- Teach you to behave properly.

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

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

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

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

Official statistics are statistical evidence and information collected and/or published by government or other accredited organisation/body.

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

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

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

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

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

**1(c) Source B is an example of secondary evidence. 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).**

Secondary evidence is background material gathered by other people for other purposes but which is relevant to a sociological investigation.

*Two from:*

- May contain simple errors or mistakes in compilation
- 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
- Gathered for other purposes not relevant
- 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]

**1(d) How useful is Source C as evidence of the experience of all students in schools? [6]**

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

There are three main areas of discussion/issues:

- Sample size - one female subject in a comprehensive school
- Nature of the evidence – a questionnaire response
- Source of the evidence - extract from a GCSE research 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) Girls are achieving higher examination results than boys in school.’ 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:

- Education and schooling
- Gender differences in schools
- Differential educational achievement, patterns and explanations
- Other reasonable response.

Possible methods:

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

Possible types of evidence:

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

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

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

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

- AO2/Level 1:** Candidate selects some methods and sources of evidence but these are implicit and not explained clearly. [1]
- AO2/Level 2:** Candidates makes a clear connection between the selection of methods and sources of evidence and the aim of the investigation but there is little reasoned explanation. [2-3]
- AO2/Level 3:** Candidate explains the selection of methods and sources of evidence in relation to the aim of the investigation. [4-5]

[Total mark for Question 1: 30]

## SECTION B - WORK AND EMPLOYMENT

- 2(a) Identify and describe two reasons why people work in paid employment.** [6]

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

Changing technology in the workplace is affecting people in paid employment.

*Two from:*

- Intrinsic satisfaction
- For money
- For friendship/relationship opportunities
- For the status that it offers
- Other reasonable response.

Three marks available for **each** reason 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]

**2(b) Using examples, describe how employers may make work more satisfying for their employees.**

**[9]**

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

Candidate may describe the following aspects of the process:

- Increase pay
- Improve physical conditions e.g. more light; open plan offices
- Offer incentives e.g. bonuses, subsidised meals; holidays etc.
- Attempt to create a sense of community and belonging so that they feel valued by senior staff
- Abolish the rigid division of labour so employees see a task through from start to finish
- Share ownership schemes or profit sharing schemes
- Increase democracy within the workplace by involving workers in the decision-making process
- 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) 'Technology causes problems for people in offices and factories.' 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:

- Deskillling
- Alienation, monotony and frustration – reduced job satisfaction
- Increased possibility of redundancies – stress
- Big changes to conditions at work
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- New technology creates re-skilling opportunities
- New employment opportunities created by increase in this sector of employment
- 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 2: 25]

## SECTION C – THE MASS MEDIA

3 'The mass media have grown and become an important way to communicate in society.'

3(a) Identify and describe two examples of the mass media. [6]

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

*Two from:*

- Books
- Newspapers
- Video and Audiotape
- CDs
- Cinema, Theatre
- Television and Radio
- Internet
- Other reasonable response.

Three marks available for **each** example 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 the Media can affect our opinions and attitudes. [9]**

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

Candidate may describe the following aspects of the process:

- Informs people about events in the world e.g. the news
- Contributes to political socialisation by offering political commentary and opinion
- Contributes to gender socialisation e.g. sex-stereotypical adverts
- Main source of information and evidence
- 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) 'The mass media have a powerful influence on 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:

- Increasing concentration of Media Ownership
- Hypodermic syringe model (controlling influence)
- Examples: link between media and violence in society; effects of newspaper campaigns on the outcome of General elections.
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Individual needs are gratified by the media (e.g. Uses/Gratifications model)
- The expansion of audience controlled media: digital T.V.; Internet technology
- Pluralist arguments: it's the audience who have the power and control
- Other reasonable arguments.

<b>AO1/Level 1</b>	Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence and information.	<b>[1-2]</b>
<b>AO1/Level 2</b>	Candidate reveals basic knowledge and understanding; some discussion of two or more aspects of the issue supported by some evidence and information.	<b>[3-4]</b>
<b>AO1/Level 3</b>	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.	<b>[5-6]</b>
<b>AO2/Level 1:</b>	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.	<b>[1]</b>
<b>AO2/Level 2:</b>	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.	<b>[2]</b>
<b>AO2/Level 3:</b>	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.	<b>[3]</b>
<b>AO2/Level 4:</b>	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.	<b>[4]</b>

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

4 Some sociologists say that the mass media contains stereotypes. For example, in the images of men and women.

4(a) Identify and describe two media stereotypes of women.

[6]

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

*Two from:*

- Strength
- Appearance
- Dress
- Work
- Intelligence
- Emotions
- Relationships
- Other reasonable response.

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

**AO2/Level 1:** Candidate reveals limited knowledge and some partial understanding. [1]

**AO2/Level 2:** Candidate reveals basic knowledge and understanding. [2]

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

4(b) Using examples, describe how the mass media create stereotypes of women.

[9]

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

Candidate may describe the following aspects of the process:

- Repetition of images
- Selection
- Distortion
- Simplification
- Exaggeration
- Sex-stereotypical advertisements
- Omission
- Portrayal of particular roles
- Other reasonable response.

- AO1/Level 1:** Candidate reveals limited knowledge and some partial understanding of one 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) 'The audience control the content of the media.' 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:

- The Pluralist viewpoint – the existences of a multitude of media for the audience to choose from
- Increase in audience controlled media e.g. Digital T.V. and Internet communication
- The media can be critical of current trends in society and provide alternative values
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- The audience is easily influenced by the media – refer to hypodermic syringe model
- The media all reflect white, middle class, pro-establishment views, not a variety of opinions
- The government have some control of media content and messages
- The influence of editorial, author and technical aspects of production
- Other reasonable arguments.

<b>AO1/Level 1</b>	Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence and information.	<b>[1-2]</b>
<b>AO1/Level 2</b>	Candidate reveals basic knowledge and understanding; some discussion of two or more aspects of the issue supported by some evidence and information.	<b>[3-4]</b>
<b>AO1/Level 3</b>	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.	<b>[5-6]</b>
<b>AO2/Level 1</b>	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.	<b>[1]</b>
<b>AO2/Level 2</b>	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.	<b>[2]</b>
<b>AO2/Level 3</b>	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.	<b>[3]</b>
<b>AO2/Level 4</b>	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.	<b>[4]</b>

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

## SECTION C - POVERTY

5 Sociologists find poverty difficult to define and measure. However poverty can cause many disadvantages in people's lives.

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

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

*Two from:*

- Absolute poverty
- Relative Poverty
- Poverty of Lifestyle
- Other reasonable response.

Three marks available for **each** example identified and described, awarded according to the levels described 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. [3]

5(b) Using examples, describe how people living in poverty are disadvantaged. [9]

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

Candidate may describe the following aspects of the process:

- Impact of low income or unemployment
- Housing issues
- Educational failure
- Poor health
- Social exclusion
- Family pressures
- Other reasonable response.

<b>AO1/Level 1</b>	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.	<b>[1-2]</b>
<b>AO1/Level 2</b>	Candidate reveals basic knowledge and understanding; usually some description of two or more aspects of the process supported by one or two examples.	<b>[3-5]</b>
<b>AO1/Level 3</b>	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.	<b>[6-7]</b>
<b>AO2/Level 1</b>	Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity.	<b>[1]</b>
<b>AO2/Level 2</b>	Candidate uses some information and evidence to construct and support arguments that are mainly clear.	<b>[2]</b>

**5(c) ‘The poor only have themselves to blame for being in poverty.’ 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:

- Become dependent on government support
- Lack of desire to improve position
- Result of criminal activity
- Due to family break-up
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Structural explanations of poverty
- The cycle of deprivation
- The culture of poverty
- Other reasonable arguments.

<b>AO1/Level 1</b>	Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence and information.	<b>[1-2]</b>
<b>AO1/Level 2</b>	Candidate reveals basic knowledge and understanding; some discussion of two or more aspects of the issue supported by some evidence and information.	<b>[3-4]</b>
<b>AO1/Level 3</b>	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.	<b>[5-6]</b>
<b>AO2/Level 1</b>	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.	<b>[1]</b>
<b>AO2/Level 2</b>	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.	<b>[2]</b>
<b>AO2/Level 3</b>	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.	<b>[3]</b>
<b>AO2/Level 4</b>	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.	<b>[4]</b>

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



**6 Governments try to help people who are poor. However it is difficult for some groups of people to escape from poverty. For example single parents, ethnic minorities and the unemployed.**

**6(a) Describe two ways in which the government helps people who are poor. [6]**

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

*Two from:*

- Offering benefits to those who are poor (e.g. Unemployment benefits). May make reference to universal and/or selective benefits
- Introduction of a minimum wage
- Encouragement-to-work schemes
- Training and re-training programmes to make the unemployed more employable
- Social Exclusion unit
- Other reasonable response.

Three marks available for **each** example identified and described, awarded according to the levels described 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 why some groups are more likely to live in poverty than other groups.**

**[6]**

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

Candidate may describe the following aspects of the process:

- Lone-parent families
- Pensioners and elderly
- Women
- Part-time labour market
- Low income
- Unemployed
- Sick and Disabled
- Ethnic minorities
- Lack of employment opportunities
- Low pay
- Social exclusion
- Life-cycle
- Other reasonable response.

<b>AO1/Level 1</b>	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.	<b>[1-2]</b>
<b>AO1/Level 2</b>	Candidate reveals basic knowledge and understanding; usually some description of two or more aspects of the process supported by one or two examples.	<b>[3-5]</b>
<b>AO1/Level 3</b>	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.	<b>[6-7]</b>
<b>AO2/Level 1</b>	Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity.	<b>[1]</b>
<b>AO2/Level 2</b>	Candidate uses some information and evidence to construct and support arguments that are mainly clear.	<b>[2]</b>

6(c) 'It is impossible for people to get out of poverty.' 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 problems of falling into a poverty trap caused by benefits which are too high and/or jobs which are poorly paid
- The problem of increasing debt
- The relationship between poverty and ill-health
- The experiences of living in a poor neighbourhood
- The transmission of poverty between generations (as linked to low educational achievement)
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Various forms of social mobility
- Educational opportunity
- Self-help
- Government schemes e.g. work-fare; FIS
- Other reasonable arguments.

<b>AO1/Level 1</b>	Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence and information.	<b>[1-2]</b>
<b>AO1/Level 2</b>	Candidate reveals basic knowledge and understanding; some discussion of two or more aspects of the issue supported by some evidence and information.	<b>[3-4]</b>
<b>AO1/Level 3</b>	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.	<b>[5-6]</b>

<b>AO2/Level 1</b>	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.	<b>[1]</b>
<b>AO2/Level 2</b>	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.	<b>[2]</b>
<b>AO2/Level 3</b>	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.	<b>[3]</b>
<b>AO2/Level 4</b>	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.	<b>[4]</b>

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

## SECTION C - CONTEMPORARY SOCIAL CHANGES

**7 The number of elderly people is growing in many societies. Soon there will be many more elderly people in the population of most countries. Meeting their needs will be a challenge.**

**7(a) Describe two needs of elderly people.**

**[3]**

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

*Two from:*

- Health care
- Access to amenities
- Appropriate housing
- Adequate income
- Social relationships
- Leisure and recreation
- Other appropriate response.

Three marks available for **each** example identified and described, awarded according to the levels described 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 the reasons for the growth in the number of elderly people in many societies.**

**[9]**

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

Candidate may explain the following aspects of the process:

- Fall in infant and child deaths and related explanations e.g. immunisation programmes and fewer deaths due to disease; less absolute poverty
- People living longer and related explanations e.g. better health care for the elderly
- Decreased birth rate and related explanations e.g. growth of welfare state and pensions; economic prosperity; improvements in contraception
- Other reasonable response.

<b>AO1/Level 1</b>	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.	<b>[1-2]</b>
<b>AO1/Level 2</b>	Candidate reveals basic knowledge and understanding; usually some description of two or more aspects of the process supported by one or two examples.	<b>[3-5]</b>
<b>AO1/Level 3</b>	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.	<b>[6-7]</b>
<b>AO2/Level 1</b>	Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity.	<b>[1]</b>
<b>AO2/Level 2</b>	Candidate uses some information and evidence to construct and support arguments that are mainly clear.	<b>[2]</b>

**7(c) ‘Old people have a lower status in society than other age groups.’ 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:

- Legislation to protect the rights of the elderly
- Equal opportunities legislation
- Differences in the position of the elderly are less significant than those for other social groups e.g. women and ethnic minorities
- Access to benefits and care enable them to play full part in society
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Images of the elderly in the media are often negative
- Incomes of the elderly and pensions are lower than many other social groups
- Influence of pressure groups campaigning for the elderly e.g. higher esteem for women
- Changing role, power and status of family members e.g. less status and power for elderly within the family
- Privileges of the elderly e.g. concessions; more leisure time
- Other reasonable arguments.

<b>AO1/Level 1</b>	Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence and information.	<b>[1-2]</b>
<b>AO1/Level 2</b>	Candidate reveals basic knowledge and understanding; some discussion of two or more aspects of the issue supported by some evidence and information.	<b>[3-4]</b>
<b>AO1/Level 3</b>	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.	<b>[5-6]</b>
<b>AO2/Level 1</b>	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.	<b>[1]</b>
<b>AO2/Level 2</b>	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.	<b>[2]</b>
<b>AO2/Level 3</b>	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.	<b>[3]</b>
<b>AO2/Level 4</b>	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.	<b>[4]</b>

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

**8 Technology is changing very fast. This affects our lives in many different ways.**

**8(a) Identify and describe two ways in which technology is changing. [6]**

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

*Two from:*

- Information and communications technologies e.g. internet and WWW; computers; mobile telephones
- Bio-technology e.g. cloning; genetic engineering; agricultural technologies
- Medical technology e.g. drugs; scanning and camera techniques to see inside the body; artificial organs and joints
- Materials technology e.g. friction reducing materials
- Other reasonable response.

Three marks available for **each** type of new technology 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 how people's lives may be affected by new technology. [9]**

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

Candidates may describe the following ways:

- Increasing speed of work and productivity
- More educational opportunities
- Improved health care
- Improved communications and access to knowledge
- Better transport and travel opportunities
- Increased mobility
- Less job security and more unemployment in some types of job
- Changing and new job opportunities
- Changing nature of work – interest improved/decreased or more/less stressful
- Other reasonable response.



<b>AO1/Level 1</b>	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.	<b>[1-2]</b>
<b>AO1/Level 2</b>	Candidate reveals basic knowledge and understanding; usually some description of two or more aspects of the process supported by one or two examples.	<b>[3-5]</b>
<b>AO1/Level 3</b>	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.	<b>[6-7]</b>
<b>AO2/Level 1</b>	Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity.	<b>[1]</b>
<b>AO2/Level 2</b>	Candidate uses some information and evidence to construct and support arguments that are mainly clear.	<b>[2]</b>

**8(c) 'New technology improves people's lives.' Evaluate 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:

- Improved access to information
- New job opportunities
- Wider consumer choice and new opportunities
- More productivity and potentially wealth to distribute
- Improved medical care
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Lives become more complex and stressful
- Control and accountability may be greater
- Environmental problems and use of scarce resources
- Potential for greater inequality
- Rapid change may be difficult to manage and cope with
- Other reasonable arguments.

<b>AO1/Level 1</b>	Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence and information.	<b>[1-2]</b>
<b>AO1/Level 2</b>	Candidate reveals basic knowledge and understanding; some discussion of two or more aspects of the issue supported by some evidence and information.	<b>[3-4]</b>
<b>AO1/Level 3</b>	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.	<b>[5-6]</b>
<b>AO2/Level 1</b>	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.	<b>[1]</b>
<b>AO2/Level 2</b>	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.	<b>[2]</b>
<b>AO2/Level 3</b>	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.	<b>[3]</b>
<b>AO2/Level 4</b>	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.	<b>[4]</b>

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

**[Total mark: 80]**