

# **Combined Mark Schemes And Report on the Components**

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**June 2005**

**1990/MS/R/05**

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Annersley  
NOTTINGHAM  
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Facsimile: 0870 870 6621  
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**Mark Scheme 1990/01**  
**June 2005**

**Section A – Family and Identity**

- 1 (a) From the evidence in Source A, give two countries with the highest rates of divorce in Europe. [2]

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

Two from:  
United Kingdom  
Denmark

**AO2/Level 1:**

One country identified. [1]

**AO2/Level 2:**

Two countries identified. [2]

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

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

An unstructured interview is where a researcher asks the questions to the interviewee without a list of pre-determined questions – more like a conversation in which any topic on the issue being researched might come up throughout the discussion. The interview might be face to face, over the phone or via email.

**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 limited example(s) to support explanation. [1]

**AO2/Level 2:**

Candidate uses more than one example with appropriate detail to support explanation. [2]

- (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).**

The interview in this particular case might not be reliable or accurate because:

*Two from:*

- Only wives were asked and not the husbands.
- Only middle class sample.
- The sample size was very small (therefore not representative)
- The sample will not generalise to the whole population because the interviewees were only in the local area and not nationally representative.
- The sample was biased because they might hold similar views given they were all friends of the family.
- May contain bias in collection of evidence e.g. researcher; subject
- May contain recording error
- May contain bias in analysis and interpretation
- The presence of the interviewer may change the behaviour of the interviewee
- Other reasonable response.

**AO1/Level 1:**

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

**AO1/Level 2:**

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

**AO1/Level 3:**

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

**AO2/Level 1:**

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

**AO2/Level 2:**

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

**AO2/Level 3:**

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

- (d) How useful is Source C as evidence of the experience of all people brought up in nuclear families? [6]

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

There are three main areas of discussion/issues:

- Sample size - one male subject; working class, young.
- Nature of the evidence – are people more likely/less likely to tell the truth for a published magazine article.
- Source of the evidence - extract from a magazine dated 2001. Times may have changed since.

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

- 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 or more area with a basic explanation. [2]

**AO2/Level 3:**

Candidate clearly evaluates one or more areas with a sound explanation. [3]

**(e) 'Many people prefer to live in nuclear families.'**

**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:*

*Possible methods:*

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

*Possible types of evidence:*

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

**AO1/Level 1:**

Candidate reveals limited knowledge and some partial understanding of types of family and limited methods/sources of evidence. [1]

**AO1/Level 2:**

Candidate reveals basic knowledge and understanding of area of types of family and several methods/sources of evidence. [2-3]



**AO1/Level 3:**

Candidate reveals good knowledge and sound understanding of types of families 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 – Power and Citizenship

- 2 (a) In democratic societies, where everyone is free, people do not all have the same amount of power. Identify and describe TWO features of a democracy. [6]

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

*Two from:*

- Elections
- Frequency of elections
- Free press
- Freedom of speech
- Right to stand for political office
- Freedom of association (to join groups)
- Religious freedom
- Any other clearly identifiable feature of a democracy

Three marks available for each feature 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 a democratic feature. [1]

**AO1/Level 2:**

Candidate identifies and describes the example simply and/or and reveals basic knowledge and understanding. [2]

**AO1/Level 3:**

Candidate identifies and describes the example clearly and fully and reveals good knowledge and sound understanding. Candidates at this level may use sociological concepts appropriately. [3]

(b) Using examples, describe how pressure groups try to gain influence. [9]

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

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

- Protest
- Action to attract media attention
- Writing to MPs
- Lobbying
- Illegal methods to attract attention
- 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]

(c) 'All men and women in Britain have equal power.

**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:**

- Human Rights Act gives all citizens the same rights
- More equality between men and women
- Organisations exist to tackle racism
- Voting possible
- Children's Rights
- Increased media access
- Other reasonable arguments.

**Arguments and evidence against the statement:**

- Some people have more authority (e.g. teachers)

- Still racism and sexism (& ageism)
- Some people have more economic power
- Some people have more charismatic power
- Politically educated people might have more power
- Domestic violence
- Child abuse
- 'Neighbours from hell'
- 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 (a) **There is a difference between criminal and deviant behaviour. Measuring the amount of criminal behaviour is a problem. Identify and describe TWO examples of deviant behaviour.** [6]

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

*Two from:*

Any reasonable (and different) response.

Three marks available for each example according to the levels below:

**AO1/Level 1:**

Candidate identifies one example.

[1]

**AO1/Level 2:**

Candidate reveals basic knowledge and understanding of deviance.

[2]

**AO1/Level 3:**

Candidate reveals good knowledge and sound understanding of deviance.

[3]

- (b) **Using examples, describe how agencies of social control try to stop people from committing crime.** [9]

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

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

- Police (arrest people)
- Courts (imprison & fine people)
- Family (creates rules, teaches conformity, role models)
- School (creates rules, teaches conformity, role models)
- Workplace (might sack those who commit crime)
- Media (names and shames)
- Religion (creates rules)
- 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]

[Total Mark for Question 3: 25]

- (c) **“Official police statistics are the most accurate way of measuring crime.”**  
**Evaluate the arguments both for and against this statement.** [10]

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

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

**Arguments and evidence for the statement:**

- Official statistics on crime include the whole country.
- Many crimes do get reported and recorded by the police.
- There are problems with alternative measures of crime such as victim surveys and self-report surveys.
- Any other reasonable response.

**Arguments and evidence against the statement:**

- use a self-report survey instead.
- use a victim survey instead.
- not all crimes are reported.
- not all crimes are recorded.
- some crimes have no victim.
- Any other reasonable response.

**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 (a) **Sociologists study ways of preventing crime and try to explain why some people commit crime. Identify and describe TWO ways of preventing crime.** [6]

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

*Two from:*

- More detection methods (CCTV, Police)
- Educate children (in the home, at school) to obey the rules
- Harsher punishments (longer prison sentences, larger fines)
- Name and shame criminals in the media.
- Any 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 of ways of preventing crime. [1]

**AO1/Level 2:**

Candidate reveals basic knowledge and understanding of ways of preventing crime. [2]

**AO1/Level 3:**

Candidate reveals good knowledge and sound understanding of ways of preventing crime. [3]

- (b) **Using examples, describe the reasons why crimes might not be reported to the police** [9]

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

The candidate may describe the following reasons:

- Crime is too trivial
- Fear reprisals
- Victimless crime (e.g. vandalism of a park bench)
- Unaware the crime has taken place
- Personal matter
- Victim also an offender
- No witness
- Witness intimidation
- Protect organisations' reputation
- 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]

- (c) **'Poor people commit more crime than rich people.'**  
**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:**

- Poor might suffer more unemployment
- Poor might resort to crime due to poverty
- Poor might be socialized differently (taught crime is acceptable)
- Other reasonable arguments

**Arguments and evidence against the statement:**

- Rich might commit white collar crime (office theft) and get away with it
- Rich might be 'let off' more by the police/courts
- Rich might not need to turn to crime: they can afford what they want
- Police watch w/c areas more than m/c areas therefore do not detect m/c crime as much
- 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 (a) People in social movements usually share similar beliefs and lifestyles. Identify and describe TWO 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
- Examples of protest movements acceptable given that social movements might employ a degree of protest within their strategy to obtain their goal(s)
- 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]

- (b) Using examples, describe how social movements try to gain influence. [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
- Influencing public opinion which can influence voting behaviour
- Advertising and marketing
- Political lobbying to influence MP's decisions
- Use of the media to influence voting and powerful people
- Use of opinion leaders and celebrities
- 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]

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

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

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

**Arguments and evidence for the statement:**

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

**Arguments and evidence against the statement:**

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

**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]

- 6 (a) **Protest groups take action to bring about change. Sometimes they are successful and sometimes they are not. Identify and describe TWO protest groups.** [6]

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

Answers might include:

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

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

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

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]

**(b) Using examples, describe how protest groups try 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
- Joining pressure groups
- Media Campaigns
- Publicity Stunts
- Direct and Indirect Action
- Non-co-operation
- 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]

**(c) 'Protest groups are always successful.'**

**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:**

- Positive examples of protest movements (e.g. women's rights)
- Protest groups do not need to obey political party rules and so can protest to attract media attention
- Other reasonable arguments.

**Arguments and evidence against the statement:**

- It may backfire – and public support may be withdrawn
- Powerful groups might not be represented in protest groups therefore they are ineffective
- Governments change therefore successful decisions and change might be overturned anyway.
- 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 D – Religion**

- 7 (a) **Some sociologists believe that religion is no longer important today. Others disagree. Identify and describe TWO ways that religion can be measured.** [6]

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

*Two from:*

- Measuring attendance at a religious *institution* (e.g. Church, Temple)
- Measuring *belief* in the supernatural (e.g. in 'God')
- Measuring religious *practice* (e.g. praying, fasting, religious wedding, religious dress)
- 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]

- (b) **Using examples, describe the reasons why people belong to religious movements (or organisations).** [9]

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

Candidate may identify and describe the following problems:

- Belief in God
- Need for social contact or a sense of community
- Social support.
- Religious experience.
- Fear of not joining a religion.
- Peer pressure.
- Socialisation / habit.
- 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]

**(c) 'Britain is a secular society now.'**

**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
- Science might offer more convincing explanations than religion
- Church no longer an influence over our lives
- Other reasonable arguments.

**Arguments and evidence against the statement:**

- Popularity of religious programmes on T.V. e.g. Songs of Praise!  
Christian digital channels
- 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
- Church schools still exist and might be expanding for all faiths.
- Church had powerful influence over the contents of the 'Dome project'.
- Many people still have religious funerals and Marriages etc
- Ethnic minority religions are increasing in size in Britain.
- Religion still a cause of wars and conflict e.g. N. Ireland.

- Cross-cultural evidence that religion is a key part of people's lives in other some societies
- 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 (a) There are many different types of religious movement (or organisation). Different religions might appeal to different people. Identify and describe TWO types of religious movement (or organisation). [6]

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

*Two from:*

- Church
- Sect
- Denomination
- Cult
- 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]

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

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

Candidate may identify and describe the following:

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

**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]

- (c) **'Religion only appeals to the young and poor'.**  
**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:**

- Young people might be more likely to join to show signs of being independent
- Young people might be more vulnerable to coercion or 'brainwashing'.
- Poverty might encourage poorer people to join movements as a means of support and alternative meaning to life.
- Other reasonable arguments.

**Arguments and evidence against the statement:**

- Very little evidence of the membership of new religious movements mainly based on assumptions in the media.
- Older people might be more likely to join as they experience more problems in life and need an alternative answer.
- Middle class people more likely to join as they have the money to spend on the services offered by the NRM e.g. Scientology, Fen Shui consultants.
- 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]



**Mark Scheme 1990/02**  
**June 2005**

## SECTION A – WORK AND UNEMPLOYMENT

- 1 (a) From the evidence in Source A, give two examples of new technologies. [2]

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

*Two from:*

- computers
- automation
- robots
- internet
- other reasonable response

**AO2/Level 1**

One example identified.

[1]

**AO2/Level 2**

Two examples identified.

[2]

- (b) Source B is based upon evidence gathered by content analysis. Using two examples, describe what is meant by content analysis. [6]

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

Content analysis is a method of research involving looking at and classifying the material contained in documents and the media.

**AO1/Level 1** Candidate reveals a 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 two examples to support explanation. [2]

- 1 (c) Source B is an example of evidence gathered from content analysis. Describe two reasons why the evidence in Source B might not be reliable or accurate. [6]

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

*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
- Sample may be unrepresentative
- Other reasonable response.

**AO1/Level 1** Candidate reveals a 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. [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. [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. [3]

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

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

There are three main areas of discussion/issues:

- Sample size – six men in one place of work within one type of employment
- Nature of the evidence – experiment
- Source of the evidence - extract from a sociological research report dated 1986.

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.

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

- (e) **‘Computers improve job satisfaction.’ 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/working life:

- Nature of new technology and computers
- The nature of work and sources of job satisfaction
- Effects of ICT on working life – positive and negative
- 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.

<b>AO1/Level 1</b>	Candidate reveals limited knowledge and some partial understanding of area of social life and limited methods/sources of evidence.	<b>[1]</b>
<b>AO1/Level 2</b>	Candidate reveals basic knowledge and understanding of area of social life and several methods/sources of evidence.	<b>[2-3]</b>



- 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 – EDUCATION

- 2 (a) Identify and describe two reasons why middle class children often get better GCSE exam results than working class children. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Middle classes work harder and more motivated in education
- Different quality of schools for each class
- Differences in the culture of classes
- Effect of differential teaching strategies
- Effect of assessment methods e.g. coursework
- Setting
- Parental encouragement
- 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]

- (b) Using examples, describe how schools might treat middle class and working class children differently. [9]

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

Candidate may describe the following aspects of the process:

- Teacher expectations
- Positive and negative discrimination
- Use of language
- Careers advice and guidance

- Choice of subjects and other aspects of the curriculum
- Access to positions of responsibility
- Response to deviance and discipline
- Access to different types of school and impact of selection
- Other reasonable response.

<b>AO1/Level 1</b>	Candidate reveals limited knowledge and some partial understanding of 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 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 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>

- (c) **‘The peer group is the most important influence on educational achievement.’ 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:

- Influence on attitudes to education
- Mediation of school values, culture and practices
- Peer group and deviance
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Influence of the type of school
- Teacher expectations
- Internal school organisation and quality
- Government policy
- Home influences
- Impact of gender and race
- Other reasonable arguments.

<b>AO1/Level 1</b>	Candidate reveals limited knowledge and understanding; some discussion of 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 aspects of the issue supported by some evidence and information.	<b>[3-4]</b>

- AO1/Level 3** Candidate reveals good knowledge and sound understanding; discussion of 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 some implicit attempt to evaluate the argument or it is evaluated by list; 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 maybe 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 (a) Identify and describe two ways in which the mass media have changed in the last twenty years. [6]

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

*Two from:*

- Larger and more distant audiences reached
- Use of new technologies e.g. internet; satellite
- Concentration of ownership e.g. newspapers
- Greater community access e.g. cable and local media networks
- Wider range of many types e.g. TV channels; magazines
- Contributes to gender socialisation e.g. sex-stereotypical adverts
- Increasingly important source of information and evidence
- 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]
- (b) Using examples, describe how the mass media may affect behaviour.** [9]

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

Candidate may describe the following aspects of behaviour and/or the process:

- Voting
- Violence
- Gender and other social differences
- Socialisation
- Role models
- Different models of influence
- 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 examples with some lack of clarity. [1-2]
- AO1/Level 2** Candidate reveals basic knowledge and understanding; usually some description of aspects of the process supported by examples. [3-5]
- AO1/Level 3** Candidate reveals good knowledge and understanding; usually some description of aspects of the process supported by 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]
- (c) 'The internet is improving 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:

- Access to more information
- Greater choice/control of media content for individuals
- Easier to reach others with own messages/content
- New products
- Easier to buy and sell
- Video conferencing
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Not everyone gets access to internet
- Expensive technology many cannot afford to use
- Unreliable and not suitable for all forms of communication
- Social class and other aspects of stratification relatively unchanged
- Still controlled by others
- Other groups have large influence e.g. government; journalists; spin doctors; pressure groups.
- Other reasonable arguments.

**AO1/Level 1** Candidate reveals limited knowledge and understanding; some discussion of aspects of the issue supported by limited evidence and information. **[1-2]**

**AO1/Level 2** Candidate reveals basic knowledge and understanding; some discussion of aspects of the issue supported by some evidence and information. **[3-4]**

**AO1/Level 3** Candidate reveals good knowledge and sound understanding; discussion of 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 some implicit attempt to evaluate the argument or it is evaluated by list; 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 maybe 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 (a) Identify and describe two ways in which the media are selective. [6]

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

*Two from:*

- News presentation
- Editorial direction and bias
- Photographic presentation
- Technical influences
- Repeated showing of content
- 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]

- (b) Using examples, describe how the mass media present ethnic minorities in a biased way. [9]

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

Candidate may describe the following aspects of the process:

- Physical characteristics and look i.e. image
- Frequency of appearance
- Use of language and behaviour
- Roles played e.g. in the family and at work
- Stereotyping, distortion and selection
- Other reasonable response.

**AO1/Level 1** Candidate reveals limited knowledge and some partial understanding of 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 aspects of the process supported by examples. [3-5]

**AO1/Level 3** Candidate reveals good knowledge and understanding; usually some description of aspects of the process supported by 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 mass media have little influence on attitudes towards males and females.' 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, giving examples related to gender differences:

Arguments and evidence **for** the statement:

- Pluralist arguments: it's the user who has the power and control through personal choice and discrimination
- People are free to reject the content of the media
- Impact of opinion leaders and other forms of mediation
- The importance of other forms of socialisation eg family; peer group; education
- The influence of editorial, author and technical aspects of production
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Access to information is usually through the media
- Effect of role models and fashions
- Research/debate about the media and behaviour e.g. violence; voting; advertising
- The audience is easily influenced by the media – refer to hypodermic syringe model
- People's choices reinforce existing views and behaviour
- Other reasonable arguments.

**AO1/Level 1** Candidate reveals limited knowledge and understanding; some discussion of aspects of the issue supported by limited evidence and information. [1-2]

**AO1/Level 2** Candidate reveals basic knowledge and understanding; some discussion of aspects of the issue supported by some evidence and information. [3-4]

**AO1/Level 3** Candidate reveals good knowledge and sound understanding; discussion of 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 some implicit attempt to evaluate the argument or it is evaluated by list; 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 maybe 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 4: 25]

### SECTION C – POVERTY

5 (a) Identify and describe two groups of people who are more likely to live in poverty than others. [6]

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

*Two from:*

- Children
- Elderly
- Single people
- Working classes
- Women
- Ethnic minorities
- Unemployed
- 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]

(b) Using examples, describe relative poverty. [9]

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

Candidate may describe the following aspects of relative poverty:

- Level of income
- Comparative elements of poor to mainstream groups
- Access to norms of society e.g. in terms of lifestyle and life chances
- Absolute approach compared
- Other reasonable response.



- AO1/Level 1** Candidate reveals limited knowledge and some partial understanding of 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 aspects of the process supported by examples. [3-5]
- AO1/Level 3** Candidate reveals good knowledge and understanding; usually some description of aspects of the process supported by 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]
- (c) **‘The worst effect of poverty is poor education.’**  
**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:

- Restricts access to economic and social necessities e.g. employment; housing; food; clothing; leisure in future life
- Affects *many* aspects of life of the poor
- Reduces life chances generally
- Social stigma of low levels of achievement
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Other effects may be more serious e.g. on health; leisure; housing
- The cycle of deprivation affects future generations
- Impact of poverty on social exclusion
- Impact of poverty on the family and relationships
- Other reasonable arguments.

- AO1/Level 1** Candidate reveals limited knowledge and understanding; some discussion of aspects of the issue supported by limited evidence and information. [1-2]
- AO1/Level 2** Candidate reveals basic knowledge and understanding; some discussion of aspects of the issue supported by some evidence and information. [3-4]
- AO1/Level 3** Candidate reveals good knowledge and sound understanding; discussion of 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 some implicit attempt to evaluate the argument or it is evaluated by list; 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 maybe 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]

- 6 (a) Identify and describe two ways governments help people in poverty.** [6]

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

*Two from:*

- Income supplements
- Welfare state
- Redistribution of wealth through taxation
- Access to free education and health care
- 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]

- (b) Using examples, describe how the poverty trap might keep people poor. [9]

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

Candidate may describe the following aspects of the process:

- Impact of poverty on Health, Education, Access to leisure opportunities, Lack of employment opportunities
- The difficulties the poor face in getting out of poverty as a result of the above
- Social exclusion restricts access to support and means of escaping poverty
- Possible family instability causing difficulty in social 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 aspects of the process supported by examples. [3-5]

**AO1/Level 3** Candidate reveals good knowledge and understanding; usually some description of aspects of the process supported by 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) 'Unemployment is the main cause of poverty.' Evaluate the arguments for and against this statement. [10]

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

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

Arguments and evidence **for** the statement:

- Effects upon income
- Impact of low income and poverty trap
- Impact on education and life chances
- Impact on family and children
- Social exclusion caused
- Lack of self esteem and impact of motivation generally; deskilling
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Other causes compared – e.g. Culture of dependency; educational underachievement
- Age, gender and ethnicity factors compared
- Poverty trap

- Power of culture of poverty
  - Power of stratification systems to perpetuate themselves through socialisation and the exercise of power
  - 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 aspects of the issue supported by some evidence and information. **[3-4]**
- AO1/Level 3** Candidate reveals good knowledge and sound understanding; discussion of 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 some implicit attempt to evaluate the argument or it is evaluated by list; 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 maybe 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 6: 25]**

**SECTION C – CONTEMPORARY SOCIAL CHANGES**

- 7 (a) Identify and describe two changes in world population. [6]**

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

*Two from:*

- Increasing total population
- Higher birth rate
- Lower infant mortality
- Lower death rates
- Increased migration
- 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]

- (b) Using examples, describe the main effects of rapid population growth. [9]**

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

Candidate may explain the following aspects of the process:

- Impact on economic life
- Impact on social structure
- Environmental impact
- Political issues
- Need for increased welfare and education services
- Other reasonable response.

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

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

**AO1/Level 3** Candidate reveals good knowledge and understanding; usually some description of aspects of the process supported by 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]

(c) **‘Migration is the main reason for changes in population.’ 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:

- Increasingly common activity with globalisation and growing economic and social inequalities, including poverty
- Impact of war and disaster causing rapid movement of groups of people
- Longer term pattern of movements and their impact
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Other factors more important e.g. birth and mortality rates
- Economic factors may be stronger influence
- Impact of health and education
- Birth rates are only one cause of population growth
- 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 aspects of the issue supported by some evidence and information. [3-4]

**AO1/Level 3** Candidate reveals good knowledge and sound understanding; discussion of 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 some implicit attempt to evaluate the argument or it is evaluated by list; 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 maybe 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 Technology is changing rapidly. This change affects the way people live in society in many parts of the world.**

**Identify and describe two global changes that cause environmental problems. [6]**

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

*Two from:*

- Growth in transport and tourism
- Increase in factories and mass production
- Use of resources with economic development
- Generation of energy with increased consumption generally
- Population growth
- Migration
- Technological change e.g. GM
- Agricultural practices and technology changing
- 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]

**(b) Using examples, describe how people's lives might be affected by global change. [9]**

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

Candidates may describe the following ways:

- Resources running out
- Pollution
- Global warming
- Changes to environment
- Loss of biodiversity
- Rain Forest depletion
- Other reasonable response

- AO1/Level 1** Candidate reveals limited knowledge and some partial understanding of 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 aspects of the process supported by examples. **[3-5]**
- AO1/Level 3** Candidate reveals good knowledge and understanding; usually some description of aspects of the process supported by 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]**
- (c) ‘Globalisation improves 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:

- Greater understanding of other cultures
- Learning from other cultures
- Improved business and commercial opportunities
- Improved leisure and health
- Improved communications and access to knowledge
- Improved health and safety
- Greater wealth
- Other reasonable response

Arguments and evidence **against** the statement:

- Development of mass culture
- Increased competition and potential loss of jobs
- Environmental impact and use of scarce resources
- Change in way of life of cultures
- Potential exploitation of people
- Increased inequality and stratification
- Increased migration and refugees
- Other reasonable arguments.

- AO1/Level 1** Candidate reveals limited knowledge and understanding; some discussion of aspects of the issue supported by limited evidence and information. **[1-2]**
- AO1/Level 2** Candidate reveals basic knowledge and understanding; some discussion of aspects of the issue supported by some evidence and information. **[3-4]**



- AO1/Level 3** Candidate reveals good knowledge and sound understanding; discussion of 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 some implicit attempt to evaluate the argument or it is evaluated by Isit; 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 maybe 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 8: 25]**

**[Total mark: 80]**



**Mark Scheme 1990/03**  
**June 2005**

**Section A - Power and Citizenship**

- 1 (a) From the evidence in Source A, give TWO countries with the highest divorce rates in Europe. [2]

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

*Two from:*

- United Kingdom
- Denmark

**AO2/Level 1:**

One country identified. [1]

**AO2/Level 2:**

Two countries identified. [2]

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

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

The interview in this particular case might not be accurate or reliable because:

*Three from:*

- Only wives were asked and not the husbands.
- The sample size was very small (therefore not representative)
- The sample will not generalise to the whole population because the interviewees were only in the local area and not nationally representative.
- The sample was biased because they might hold similar views given they were all friends of the family.
- May contain bias in collection of evidence e.g. researcher; subject
- May contain recording error
- May contain bias in analysis and interpretation
- The presence of the interviewer may change the answers of the interviewee
- Adapted source
- Problematic nature of coursework
- Other reasonable response.

**AO1/Level 1:**

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

**AO1/Level 2:**

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

**AO1/Level 3:**

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

**AO2/Level 1:**

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

**AO2/Level 2:**

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

**AO2/Level 3:**

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

**(c) To what extent does the evidence in Source B support the evidence in Source C. Explain your answer? [6]**

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

There are two main areas of discussion/issues:

- The strengths and weaknesses of the type of evidence and methods represented in each Source and their effects on drawing conclusions; e.g. 'Source B is drawn from a small sample and Source C is drawn from a very large sample therefore it is possible to generalise / be representative of the population.'
- The links between the information/arguments in each Source; e.g. Source B concludes that extended families are not common, the nuclear family is most common whereas Source C claims that extended families are found in all parts of the country.'

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

- Sample size
- One use an interview the other a questionnaire
- Middle class in sample B and national sample in source C
- Source B used wives and C use uses any adult in the household.
- Different conclusions from the evidence
- Other reasonable response.

**AO1/Level 1:**

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

**AO1/Level 2:**

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

**AO1/Level 3:**

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

**AO2/Level 1:**

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

**AO2/Level 2:**

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

**AO2/Level 3:**

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

- (d) **How useful is Source D as evidence of the experience of all people brought up in nuclear families?** [6]

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

There are three main areas of discussion/issues:

- Sample size - one male subject; working class, young.
- Nature of the evidence – are people more likely/less likely to tell the truth for a published magazine article.
- Source of the evidence - extract from a magazine dated 2001. Times may have changed since.

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

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

**AO1/Level 1:**

Candidate reveals a basic understanding of the method/sampling/Source. [1]

**AO1/Level 2:**

Candidate reveals a good understanding of the method/sampling/Source. [2]

**AO1/Level 3:**

Candidate reveals a clear and full understanding of the method/sampling/Source. [3]

**AO2/Level 1:**

Candidate evaluates one area with explanation. [1]

**AO2/Level 2:**

Candidate clearly evaluates one or more areas with a basic explanation. [2]

**AO2/Level 3:**

Candidate clearly evaluates one or more areas with a sound explanation. [3]

- (e) **‘Many people prefer to live in nuclear families.’ 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:

*Possible methods:*

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

*Possible types of evidence:*

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

**AO1/Level 1:**

Candidate reveals basic knowledge and understanding of the area and limited methods/Sources of evidence. [1]

**AO1/Level 2:**

Candidate reveals good knowledge and understanding of the area and several methods/Sources of evidence. [2-3]

**AO1/Level 3:**

Candidate reveals full knowledge and understanding of the area and a range of methods and Sources of evidence, primary and secondary. [4-5]

**AO2/Level 1:**

Candidate makes a clear connection between the selection of methods and Sources of evidence and the aim of the investigation but there is little reasoned explanation. [1]

**AO2/Level 2:**

Candidate explains the selection of methods and Sources of evidence in relation to the aim of the investigation. [2-3]

**AO2/Level 3:**

Candidate fully explains and justifies the selection of methods and Sources of evidence in relation to the aim of the investigation. [4-5]

**Total mark for Question 1: [30]**

**Section B – Power and Citizenship**

- 2 (a) In democratic societies, where everyone is free, people do not have the same amount of power. Identify and describe THREE features of a democracy. [6]**

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

Three from:

- Elections
- Frequency of elections
- Free press
- Freedom of speech
- Right to stand for political office
- Freedom of association (to join groups)
- Religious freedom

Any other clearly identifiable feature of a democracy

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

**AO1/Level 1:**

Type identified. [1]

**AO1/Level 2:**

Type identified with suitable clear description. [2]

**(b) Using examples, describe how pressure groups try to gain influence. [9]****Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).**

Candidate may explain the following aspects of the process:

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

- Protest
- Action to attract media attention
- Writing to MPs
- Lobbying
- Illegal methods to attract attention
- Other reasonable response.

**AO1/Level 1:**

Candidate reveals basic knowledge and understanding; some explanation of one/two or more aspects of the process supported by one or two examples; reveals some limited understanding of main links between structures, processes and issues. [1-2]

**AO1/Level 2:**

Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues. [3-5]

**AO1/Level 3:**

Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and 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 a range of information and evidence to construct and support clear arguments. [2]

**(c) 'All men and women in Britain have equal power.' Evaluate this claim [10]****Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).**

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

**Arguments and evidence for the statement:**

- Human Rights Act gives all citizens the same rights
- More equality between men and women
- Organisations exist to tackle racism
- Voting rights for men and women
- Sex Discrimination Act
- Many women in positions of power as well as men
- Other reasonable arguments.

**Arguments and evidence against the statement:**

- Some people have more authority (e.g. teachers)



- Still racism and sexism (& ageism)
- Some men have more economic power
- Some people have more charismatic power
- Domestic violence
- Other reasonable arguments.

**AO1/Level 1:**

Candidate reveals basic knowledge and understanding; some explanation of one/two or more aspects of the issue supported by limited evidence and information. [1-2]

**AO1/Level 2:**

Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. [3-4]

**AO1/Level 3:**

Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and 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 may lack clarity; there is little or no attempt to evaluate the argument; information and evidence are presented with some lack of clarity and inaccuracy; spelling, punctuation and grammar are often inaccurate; specialist terms are generally not used or used inappropriately; meaning is usually clear but some lack of clarity and ambiguity are often apparent. [1]

**AO2/Level 2:**

Candidate uses some information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; information and evidence are presented; spelling, punctuation and grammar are reasonably accurate; a few specialist terms are used; meaning is generally clear but some lack of clarity is apparent. [2]

**AO2/Level 3:**

Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; 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. [3]

**AO2/Level 4:**

Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. [4]

[Total mark for Question 2: 25]

**Section C - Crime and Deviance**

- 3 Agencies of social control helps to prevent people from breaking the law and to conform to social rules.**
- (a) Identify and describe THREE agencies of social control** [6]
- Target: Assessment Objective 1 (6 marks).**  
Three from:
- Family
  - School
  - Peer group
  - Mass media
  - Workplace
  - Police
  - Courts
  - Other reasonable response.
- AO1/Level 1:**  
Agency identified. [1]
- AO1/Level 2:**  
Suitable, clear description of an associated method of social control. [2]
- (b) Using examples, explain how deviance is relative.** [9]
- Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).**  
Candidate may identify and describe the following aspects of the process of defining deviance including:
- Depends of the time (e.g. of day / of year / generation / historical perspective)
  - Depends on the place
  - Depends on the role of the person
  - Depends on the society
  - Other reasonable response.
- AO1/Level 1:**  
Candidate reveals basic knowledge and understanding; some explanation of one/two or more aspects of the process supported by one or two examples; reveals some limited understanding of main links between structures, processes and issues. [1-2]
- AO1/Level 2:**  
Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues. [3-5]
- AO1/Level 3:**  
Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and 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 a range of information and evidence to construct and support clear arguments. [2]

- (c) **‘Official statistics provide the most accurate way of measuring crime.’ Evaluate this claim.** [10]

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

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

**Arguments and evidence for the statement:**

- Official statistics on crime include the whole country.
- Many crimes do get reported and recorded by the police.
- There are problems with alternative measures of crime such as victim surveys and self-report surveys.
- Any other reasonable response.

**Arguments and evidence against the statement:**

- use a self-report survey instead.
- use a victim survey instead.
- not all crimes are reported.
- not all crimes are recorded.
- some crimes have no victim.
- Any other reasonable response.

**AO1/Level 1:**

Candidate reveals basic knowledge and understanding; some explanation of one/two or more aspects of the issue supported by limited evidence and information. [1-2]

**AO1/Level 2:**

Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. [3-4]

**AO1/Level 3:**

Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and 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 may lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. [1]

**AO2/Level 2:**

Candidate uses some 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. [2]

**AO2/Level 3:**

Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; 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. [3]

**AO2/Level 4:**

Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. [4]

[Total mark for Question 3: 25]

- 4 (a) **Sociologists study ways of preventing crime and try to explain why some people commit crime. Identify and describe three reasons why crimes might not be reported to the police.** [6]

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

Three from:

- Scared of reprisals
- Victimless crime e.g. vandalism
- Too trivial
- Not likely to be solved
- Not wish to be implicated
- Victim is also an offender
- No witness
- Witness intimidation
- Protect organisations' reputation
- Victimless crime
- Any other reasonable response.

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

**AO1/Level 1:**

Type identified. [1]

**AO1/Level 2:**

Type identified with suitable clear description. [2]

- (b) **Using examples, explain why men are convicted of more crimes than women.** [9]

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

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

- Men and women socialised differently – women taught to be conformist
- Men might have more time / opportunity
- Alcohol might fuel violence .. more men might abuse alcohol than women.

- Men might be targeted by the police more so they are caught more often than women.
- Other reasonable response.

**AO1/Level 1:**

Candidate reveals basic knowledge and understanding; some explanation of one/two or more aspects of the process supported by one or two examples; reveals some limited understanding of main links between structures, processes and issues. [1-2]

**AO1/Level 2:**

Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues. [3-5]

**AO1/Level 3:**

Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and 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 a range of information and evidence to construct and support clear arguments. [2]

- (c) **“The working class commit more crime than the middle class.”**  
**Evaluate this claim.** [10]

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

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

**Arguments for the statement might include:**

- Working class might suffer more unemployment
- Working class might resort to crime due to poverty
- Working class might be socialized differently (taught crime is acceptable)
- Other reasonable arguments.

**Arguments and evidence against the statement:**

- Middle class might commit white collar crime (office theft) and get away with it
- Middle class might be ‘let off’ more by the police/courts
- Middle class might not need to turn to crime: they can afford what they want
- Police watch working class areas more than middle class areas therefore do not detect middle class crime as much
- Other reasonable arguments

**AO1/Level 1:**

Candidate reveals basic knowledge and understanding; some explanation of one/two or more aspects of the issue supported by limited evidence and information. [1-2]

**AO1/Level 2:**

Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. [3-4]

**AO1/Level 3:**

Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and 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 may lack clarity; there is little or no attempt to evaluate the argument; one or more aspects of the issue are identified; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. [1]

**AO2/Level 2:**

Candidate uses some information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; two or more aspects of the issue are identified but with little discussion; 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. [2]

**AO2/Level 3:**

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; two or more aspects of the issue are discussed; 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. [3]

**AO2/Level 4:**

Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; three or more aspects of the issue are discussed; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. [4]

[Total mark for Question 4: 25]

**Section C - Protest and Social Movements**

- 5 (a) People in social movements usually share similar beliefs and lifestyles. Identify and describe three social movements. [6]**

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

Three from:

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

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

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

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

**AO1/Level 1:**

Type identified. [1]

**AO1/Level 2:**

Type identified with suitable clear description. [2]

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

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

Candidate may explain the following aspects of the process:

- Factors, which have led to the development of social movements, include:
  - (i) Disillusionment with the choice of ideologies offered by traditional political parties
  - (ii) The growth of a new middle class
  - (iii) Disillusionment with the ability of the state to distribute welfare
- Being ideologically distinct: a move away from old class-based movements
- Embracing social difference and diversity
- Responding to contemporary issues, such as risk, pollution etc
- Use of media through protest
- Publicity campaigns
- Other reasonable response.

**AO1/Level 1:**

Candidate reveals basic knowledge and understanding; some explanation of one/two or more aspects of the process supported by one or two examples; reveals some limited understanding of main links between structures, processes and issues. [1-2]

**AO1/Level 2:**

Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues. [3-5]

**AO1/Level 3:**

Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and 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 a range of information and evidence to construct and support clear arguments. [2]

- (c) **‘Social movements have changed society.’**  
**Evaluate this claim.** [10]

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

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

**Arguments and evidence for the statement:**

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

**Arguments and evidence against the statement:**

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

**AO1/Level 1:**

Candidate reveals basic knowledge and understanding; some explanation of one/two or more aspects of the issue supported by limited evidence and information. [1-2]

**AO1/Level 2:**

Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. [3-4]



**AO1/Level 3:**

Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and 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 may lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. [1]

**AO2/Level 2:**

Candidate uses some 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. [2]

**AO2/Level 3:**

Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; 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. [3]

**AO2/Level 4:**

Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. [4]

[Total mark for Question 5: 25]

- 6 (a) **Protest groups take action to bring about change. However, not all the action they take leads to success. Identify and describe THREE protest groups.** [6]

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

*Three from:*

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

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

- Environmental
- Women's
- Human Rights

- Religious movements
- Civil Rights
- Other reasonable response.

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

**AO1/Level 1:**

Type identified. [1]

**AO1/Level 2:**

Type identified with suitable clear description. [2]

**(b) Using examples, explain how protest groups try to bring about change. [9]**

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

Candidate may explain the following aspects of the process:

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

**AO1/Level 1:**

Candidate reveals basic knowledge and understanding; some explanation of one/two or more aspects of the process supported by one or two examples; reveals some limited understanding of main links between structures, processes and issues. [1-2]

**AO1/Level 2:**

Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues. [3-5]

**AO1/Level 3:**

Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and 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 a range of information and evidence to construct and support clear arguments.

- (c) 'Protest groups are always successful.'  
Evaluate this claim.

[10]

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

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

**Arguments and evidence for the statement:**

- Positive examples of protest movements (e.g. women's rights)
- Protest groups do not need to obey political party rules and so can protest to attract media attention
- Other reasonable arguments.

**Arguments and evidence against the statement:**

- It may backfire – and public support may be withdrawn
- Powerful groups might not be represented in protest groups therefore they are ineffective
- Governments change therefore successful decisions and change might be overturned anyway
- Sometimes, media coverage can be negative.
- Other reasonable arguments.

**AO1/Level 1:**

Candidate reveals basic knowledge and understanding; some explanation of one/two or more aspects of the issue supported by limited evidence and information.

[1-2]

**AO1/Level 2:**

Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues.

[3-4]

**AO1/Level 3:**

Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and 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 may lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent.

[1]

**AO2/Level 2:**

Candidate uses some 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.

[2]

**AO2/Level 3:**

Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; 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. [3]

**AO2/Level 4**

Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. [4]

[Total mark for Question 6: 25]

**Section D – Religion**

- 7 (a) **Some sociologists believe that religion is no longer important today. Others disagree. Identify and describe THREE ways that religion can be measured.** [6]

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

Three from:

- Measuring attendance at a religious *institution* (e.g. Church, Temple)
- Measuring *belief* in the supernatural (e.g. in 'God')
- Measuring religious *practice* (e.g. praying, fasting, religious wedding, religious dress)
- Other reasonable response.

Two marks available for each method identified and described, awarded according to the levels below:

**AO1/Level 1:**

Method identified. [1]

**AO1/Level 2:**

Method identified with suitable clear description. [2]

- (b) **Using examples, explain the reasons why people belong to religious movements (or organisations).** [9]

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

Candidate may explain the following aspects of the process:

- Belief in God
- Need for social contact or a sense of community
- Social support.
- Religious experience.
- Fear of not joining a religion.
- Peer pressure.
- Socialisation / habit.
- Other reasonable response.

**AO1/Level 1:**

Candidate reveals basic knowledge and understanding; some explanation of one/two or more aspects of the process supported by one or two examples; reveals some limited understanding of main links between structures, processes and issues. [1-2]

**AO1/Level 2:**

Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues. [3-5]

**AO1/Level 3:**

Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and 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 a range of information and evidence to construct and support clear arguments. [2]

**7 (c) 'Britain is a secular society now.' Evaluate this claim. [10]**

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

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

**Arguments and evidence for the statement:**

- Decline in Church attendance – general secularisation debate
- Decline in general belief in God (overtaken by belief in science)
- The separation of Church and Government
- Science might offer more convincing explanations than religion
- Church no longer an influence over our lives
- Other reasonable arguments.

**Arguments and evidence against the statement:**

- Popularity of religious programmes on T.V. e.g. Songs of Praise! Christian digital channels
- 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
- Church schools still exist and might be expanding for all faiths.
- Church had powerful influence over the contents of the 'Dome project'
- Many people still have religious funerals and Marriages etc
- Ethnic minority religions are increasing in size in Britain
- Religion still a cause of wars and conflict e.g. N. Ireland
- Other reasonable arguments.

**AO1/Level 1:**

Candidate reveals basic knowledge and understanding; some explanation of one/two or more aspects of the issue supported by limited evidence and information. [1-2]

**AO1/Level 2:**

Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. [3-4]

**AO1/Level 3:**

Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and 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 may lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. [1]

**AO2/Level 2:**

Candidate uses some 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. [2]

**AO2/Level 3:**

Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; 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. [3]

**AO2/Level 4:**

Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. [4]

[Total mark for Question 7: 25]

**8 There are many different types of religious movement (or organisation). Different religions might appeal to different people.**

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

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

*Three from:*

- Church
- Sect
- Denomination
- Cult
- Other reasonable response

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

**AO1/Level 1:**

Type identified. [1]

**AO1/Level 2:**

Type identified with suitable clear description. [2]

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

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

Candidate may explain the following aspects:

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

**AO1/Level 1:**

Candidate reveals basic knowledge and understanding; some explanation of one/two or more aspects of the process supported by one or two examples; reveals some limited understanding of main links between structures, processes and issues. [1-2]

**AO1/Level 2:**

Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues. [3-5]

**AO1/Level 3:**

Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and 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 a range of information and evidence to construct and support clear arguments. [2]

(c) **'Religion only appeals to the young and the poor.'** [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**

- Poor people might join because they need support because they are so poor
- Poor people might need to believe in God to feel there is something better to look forward to
- RM might target poor areas more than middle class areas
- Young people might be coerced more easily than older people
- Other reasonable arguments.

**Arguments and evidence against the statement:**

- Very little evidence to know who joins religious movements
- Might be more middle class people that join e.g. scientology charges money for life-enhancing sessions
- Might be a mixture of people that join movements - not just poor people
- Might not be class that is the issue – more gender or region
- Older people might join more than young people – think about death more as they get older, might have more experiences that drive them towards religion
- Other reasonable response.

**AO1/Level 1:**

Candidate reveals basic knowledge and understanding; some explanation of one/two or more aspects of the issue supported by limited evidence and information. [1-2]

**AO1/Level 2:**

Candidate reveals good knowledge and sound understanding; explanation of three or more aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. [3-4]

**AO1/Level 3:**

Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of four or more aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and 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 may lack clarity; there is little or no attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. [1]



**AO2/Level 2:**

Candidate uses some 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. [2]

**AO2/Level 3:**

Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; 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. [3]

**AO2/Level 4:**

Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. [4]

[Total mark for Question 8: 25]

[Total mark: 80]



**Mark Scheme 1990/04**  
**June 2005**

## SECTION A – WORK AND UNEMPLOYMENT

- 1 (a) **From the evidence in Source A, give two examples of new technologies.**[2]

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

*Two from:*

- computers
- automation
- robots
- internet
- word processors
- other reasonable response

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

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

- (b) **Source B is based upon evidence gathered by content analysis. Using examples, explain three reasons why the evidence in Source B may not be reliable or accurate.** [6]

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

Content analysis is a method of research involving looking at and classifying the material contained in documents and the media.

*Three reasons 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
- Sample may be unrepresentative
- Out of date
- Limitations of the researcher
- Other reasonable response.

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

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

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

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

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

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

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

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

There are 3 possible areas of discussion/issues:

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

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

- Statements about gender differences in use/access to computers implied in Source B compared to statements in Source C about greater use and/or similarity to men
- The lack of evidence in either source to support statements about womens' jobs getting easier
- The lack of hard evidence in either source to support statements about women getting better use of computers similar to males
- Comparison of A level project versus radio programme
- Other reasonable response.

**AO1/Level 1:** Candidate reveals a partial understanding of the evidence and their strengths and weaknesses and the effect upon interpreting the sources and drawing conclusions about their relationship. [1]

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

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

**AO2/Level 1:** Candidate discusses one or more links/issues but with partial explanation about degree of support. [1]

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

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

**(d) How useful is Source D as evidence of the experience of all people at work?[6]****Target: Assessment Objectives 1 (3 marks) and 2 (3 marks).**

There are three main areas of possible discussion/issues:

- Sample size – six men in one place of work within one type of employment
- Nature of the evidence – experiment
- Source of the evidence - extract from a sociological research report dated 1986.

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

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

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

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

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

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

**(e) ‘Computers improve job satisfaction.’  
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:

Aspects of social/working life:

- Nature of new technology and computers
- The nature of work
- Effects of ICT on working life – positive and negative
- Other reasonable response.

Possible methods:

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

Possible types of evidence:

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

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

**AO1/Level 2:** Candidate reveals sound knowledge and understanding of the area of social life and one or more method/source of evidence. [2-3]

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

**AO2/Level 1:** Candidate makes some connection between the selection of methods and source of evidence and the aim of the investigation but there is little reasoned explanation. [1]

**AO2/Level 2:** Candidate explains some of the selection of methods and source of evidence in relation to the aim of the investigation. [2-3]

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

[Total mark for Question 1: 30]

## SECTION B – EDUCATION

- 2 (a) Identify and describe three reasons why middle class children often get better GCSE results than working class children. [6]

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

*Three from:*

- Different classes treated differently by schools
- Different classes work harder
- Differences in the culture of classes
- Effect of differential teaching strategies
- Effect of assessment methods e.g. coursework
- Different parenting
- Material deprivation
- Other reasonable response.

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

**AO2/Level 1:** Type identified. [1]

**AO2/Level 2:** Type identified with suitable clear description given. [2]

**(b) Using examples, explain how schools might treat middle class and working class children differently.** [9]

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

Candidates may explain the following aspects of the process:

- Teacher expectations/labelling
- Use of language
- Careers advice and guidance
- Choice of subjects and other aspects of the curriculum
- Access to positions of responsibility
- Response to deviance and discipline
- Access to different types of school and impact of selection
- Setting/streaming/banding
- Other reasonable response.

**AO1/Level 1:** Candidate reveals partial knowledge and understanding; some explanation of aspects of the process supported by examples; reveals some limited understanding of main links between structures, processes and issues. Typically answers will have implicit sociological ideas. [1-2]

**AO1/Level 2:** Candidate reveals sound knowledge and sound understanding; explanation of aspects of the process supported by examples; reveals understanding of main links between structures, processes and issues. Typically answers will contain sociological ideas without technical language. [3-5]

**AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of aspects of the process supported by a range of examples; reveals understanding of the complexity of social life and 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 a range of information and evidence to construct and support clear arguments. [2]



- (c) 'The peer group is the most important influence on educational achievement.' Evaluate this claim. [10]

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

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

Arguments and evidence **for** the statement:

- Influence on attitudes to education
- Mediation of school values, culture and practices
- Peer group and deviance
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Influence of the type of school
- Teacher expectations
- Internal school organisation and quality
- Government policy
- Home influences
- Impact of gender and race
- Other reasonable arguments.

**AO1/Level 1:** Candidate reveals partial knowledge and understanding; some explanation of aspects of the issue supported by limited evidence and information. [1-2]

**AO1/Level 2:** Candidate reveals sound knowledge and understanding; explanation of aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. [3-4]

**AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and 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 may lack clarity; there is a limited attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are not used or used inaccurately; some lack of clarity and ambiguity is often apparent. [1]

**AO2/Level 2:** Candidate uses some 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 implicitly used; meaning is generally clear but some lack of clarity is apparent. [2]

**AO2/Level 3:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; 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. [3]

**AO2/Level 4:** Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. [4]

[Total mark for Question 2: 25]

### SECTION C –THE MASS MEDIA

- 3 (a) Identify and describe three ways in which the mass media might influence people's lives. [6]

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

*Three from:*

- General behaviour e.g. Voting behaviour
- Aggression and violence
- Socialisation generally
- Attitudes
- Fashion
- Roles and role models
- Other reasonable response.

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

**AO1/Level 1:** Way identified. [1]

**AO1/Level 2:** Way identified with suitable clear description given. [2]

- (b) Using examples, explain how the mass media have changed in the last twenty years. [9]

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

Candidate may explain the following aspects of the process:

- Larger and more distant audiences reached
- Use of new technologies e.g. internet; satellite
- Concentration of ownership e.g. newspapers
- Greater community access e.g. cable and local media networks
- Wider range of many types e.g. TV channels; magazines
- Contributes to gender socialisation e.g. sex-stereotypical adverts
- Increasingly important source of information and evidence
- Interactivity
- Convergence

- Intertextuality
- Globalisation
- Other reasonable response.

**AO1/Level 1:** Candidate reveals partial knowledge and understanding; some explanation of two or more aspects of the process supported by examples; reveals some limited understanding of main links between structures, processes and issues. **[1-2]**

**AO1/Level 2:** Candidate reveals sound knowledge and understanding; explanation of aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues. **[3-5]**

**AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and 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 a range of information and evidence to construct and support clear arguments. **[2]**

**(c) 'The internet is improving people's lives.'**  
**Evaluate this claim.** **[10]**

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

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

Arguments and evidence **for** the statement:

- Access to more information
- Greater choice/control of media content for individuals
- Easier to reach others with own messages/content
- New products available
- Easier to buy and sell
- Video conferencing
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Not everyone gets access to internet
- Expensive technology many cannot afford to use
- Unreliable and not suitable for all forms of communication
- Social class and other aspects of stratification relatively unchanged
- Still controlled by others
- Other groups have large influence e.g. government; journalists; spin doctors; pressure groups.
- Other reasonable arguments.

- AO1/Level 1:** Candidate reveals partial knowledge and understanding; some explanation of aspects of the issue supported by limited evidence and information. [1-2]
- AO1/Level 2:** Candidate reveals sound knowledge and understanding; explanation of aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. [3-4]
- AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and 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 attempt to evaluate the argument; information and evidence is presented with some lack of clarity; spelling, punctuation and grammar are frequently inaccurate; specialist terms are generally not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. [1]
- AO2/Level 2:** Candidate uses some 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 implicitly used; meaning is generally clear but some lack of clarity is apparent. [2]
- AO2/Level 3:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; 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. [3]
- AO2/Level 4:** Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. [4]

[Total mark for Question 3: 25]

- 4 (a) Identify and describe three ways in which the mass media are selective. [6]

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

*Three from:*

- News presentation
- Editorial direction and bias
- Photographic presentation
- Technical influences
- Repeated showing of content
- Stereotyping race/class/gender
- Other reasonable response.

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

**AO1/Level 1:** Type identified. [1]

**AO1/Level 2:** Type identified with suitable clear description given. [2]

- (b) Using examples, explain how the mass media might present ethnic minorities in a biased way. [9]

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

Candidate may explain the following aspects of the process:

- Physical characteristics and look i.e. image
- Frequency of appearance
- Use of language and behaviour
- Roles played e.g. in the family and at work
- Stereotyping, distortion and selection
- Other reasonable response.

**AO1/Level 1:** Candidate reveals partial knowledge and understanding; some explanation of one or more aspects of the process supported by examples; reveals some limited understanding of main links between structures, processes and issues. [1-2]

**AO1/Level 2:** Candidate reveals sound knowledge and understanding; explanation of aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues. [3-5]

**AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and 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 a range of information and evidence to construct and support clear arguments. [2]

- (c) 'The mass media are the most important influence on attitudes towards males and females.' Evaluate this claim. [10]

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

Candidates may discuss and evaluate the following aspects of the statement, giving examples related to gender differences:

Arguments and evidence **for** the statement:

- Access to information is usually through the media
- Effect of role models and fashions
- Research/debate about the media and behaviour e.g. violence; voting; advertising
- The audience is easily influenced by the media – refer to hypodermic syringe model
- People's choices reinforce existing views and behaviour
- Ownership and control issues
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Pluralist arguments: it's the user who has the power and control through personal choice and discrimination
- People are free to reject the content of the media
- Impact of opinion leaders and other forms of mediation
- The importance of other forms of socialisation eg family; peer group; education
- The influence of editorial, author and technical aspects of production
- Other reasonable arguments.

**AO1/Level 1:** Candidate reveals partial knowledge and understanding; some explanation of aspects of the issue supported by limited evidence and information. [1-2]

**AO1/Level 2:** Candidate reveals sound knowledge and sound understanding; explanation of aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. [3-4]

**AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and 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 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 frequently inaccurate; specialist terms are not used or used inaccurately; lack of clarity and ambiguity is often apparent. [1]

**AO2/Level 2:** Candidate uses some 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 implicitly used; meaning is generally clear but some lack of clarity is apparent. [2]

**AO2/Level 3:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; 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. [3]

**AO2/Level 4:** Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. [4]

[Total mark for Question 4: 25]

### SECTION C – POVERTY

- 5 (a) Identify and describe three groups of people who are more likely to live in poverty than others. [6]

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

*Three from:*

- Children
- Elderly
- Single people
- Working classes
- Women
- Ethnic minorities
- Unemployed
- Other reasonable response.

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

**AO1/Level 1:** Type identified. [1]

**AO1/Level 2:** Type identified with suitable clear description given. [2]

**(b) Using examples, explain the differences between absolute and relative poverty. [9]****Target: Assessment Objectives 1 (7 marks) and 2 (2 marks).**

Candidate may explain the following aspects:

- Absolute relates to necessities for survival
- Relative relates to comparative elements of poor to mainstream groups and access to norms of society e.g. in terms of lifestyle and life chances
- Absolute approach compared
- Other reasonable response.

**AO1/Level 1:** Candidate reveals partial knowledge and understanding; some explanation of aspects of the process supported by examples; reveals some limited understanding of main links between structures, processes and issues. **[1-2]**

**AO1/Level 2:** Candidate reveals sound knowledge and understanding; explanation of aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues. **[3-5]**

**AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and 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 a range of information and evidence to construct and support clear arguments. **[2]**

**(c) 'The worst problem of living in poverty is poor education.'**  
**Evaluate this claim. [10]****Target: Assessment Objectives 1 (6 marks) and 2 (4 marks).**

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

Arguments and evidence **for** the statement:

- Restricts access to economic and social necessities e.g. employment; housing; food; clothing; leisure in future life
- Affects *many* aspects of life of the poor
- Reduces life chances generally
- Social stigma of low levels of achievement
- Other reasonable arguments.



Arguments and evidence **against** the statement:

- Other effects may be more serious e.g. on health; leisure; housing
- The cycle of deprivation affects future generations
- Impact of poverty on social exclusion
- Impact of poverty on the family and relationships
- Other reasonable arguments.

**AO1/Level 1:** Candidate reveals partial knowledge and understanding; some explanation of aspects of the issue supported by limited evidence and information. **[1-2]**

**AO1/Level 2:** Candidate reveals sound knowledge and understanding; explanation of aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. **[3-4]**

**AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and 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 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 frequently inaccurate; specialist terms are not used or used inaccurately; meaning is usually clear but some lack of clarity and ambiguity is often apparent. **[1]**

**AO2/Level 2:** Candidate uses some 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. **[2]**

**AO2/Level 3:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; 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. **[3]**

**AO1/Level 4:** Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. **[4]**

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

- 6 (a) Identify and describe three ways governments help people in poverty. [6]

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

*Three from:*

- Income supplements
- Welfare state
- Redistribution of wealth through taxation
- Access to free education and health care
- Other reasonable response.

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

**AO1/Level 1:** Type identified. [1]

**AO1/Level 2:** Type identified with suitable clear description given. [2]

- (b) Using examples, explain the poverty trap. [9]

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

Candidate may explain the following aspects of the process:

- Description of lifestyle of the poor and impact on life chances
- Impact of low pay and benefits
- Impact of poverty on values and attitudes towards the future
- Impact on attitudes to education
- Impact of poverty on job and career opportunities
- Clear understanding of the effects of poverty being passed from one generation to the next
- The difficulties the poor face in getting out of poverty as a result of the above
- Social exclusion restricts access to support and means of escaping poverty
- Possible family instability causing difficulty in social life
- Other reasonable response.

**AO1/Level 1:** Candidate reveals partial knowledge and understanding; some explanation of aspects of the process supported by examples; reveals some limited understanding of main links between structures, processes and issues. [1-2]

**AO1/Level 2:** Candidate reveals sound knowledge and understanding; explanation of aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues. [3-5]

**AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of aspects of the process supported by a range of apt examples; reveals understanding of the complexity of social life and 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 a range of information and evidence to construct and support clear arguments. [2]

(c) **‘Unemployment is the main cause of poverty.’ Evaluate this claim.** [10]

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

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

Arguments and evidence **for** the statement:

- Effects upon income
- Impact of low income and poverty trap
- Impact on education and life chances
- Impact on family and children
- Social exclusion caused
- Lack of self esteem and impact of motivation generally; deskilling
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Other causes compared – e.g. Culture of dependency; educational underachievement
- Age, gender and ethnicity factors compared
- Poverty trap
- Power of culture of poverty
- Power of stratification systems to perpetuate themselves through socialisation and the exercise of power
- Other reasonable arguments.

**AO1/Level 1:** Candidate reveals partial knowledge and understanding; some explanation of aspects of the issue supported by limited evidence and information. [1-2]

**AO1/Level 2:** Candidate reveals sound knowledge and understanding; explanation of aspects of the issue supported by some relevant evidence and information; reveals understanding of main links between structures, processes and issues. [3-4]

**AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge with precise understanding; full explanation of aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and 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 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 frequently inaccurate; specialist terms are not used or used inaccurately; lack of clarity and ambiguity is often apparent. [1]

**AO2/Level 2:** Candidate uses some 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 implicitly used; meaning is generally clear but some lack of clarity is apparent. [2]

**AO2/Level 3:** Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; 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. [3]

**AO2/Level 4:** Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; evidence and information are presented clearly and accurately; spelling, punctuation and grammar are accurate; a wide range of specialist terms are used correctly and precisely; meaning is clear and unambiguous. [4]

[Total mark for Question 6: 25]

### SECTION C – CONTEMPORARY SOCIAL CHANGES

7 (a) Identify and describe three effects of rapid population growth. [6]

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

*Two from:*

- Lack of resources and growth of poverty
- Overcrowding
- Health problems
- Housing issues
- Environmental problems
- Economic instability
- Political issues
- 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]

(b) Using examples, explain why people migrate.

[9]

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

Candidate may explain the following aspects of the process:

- Poverty
- Economic and social inequality and desire for mobility up stratification system
- War
- Natural disaster
- Environmental problems
- Political unrest
- Ethnic cleansing or similar
- Other reasonable response.

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

**AO1/Level 2:** Candidate reveals sound knowledge and understanding; usually some description of aspects of the process supported by examples. [3-5]

**AO1/Level 3:** Candidate reveals wide-ranging knowledge and understanding; usually some description of aspects of the process supported by 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]

(c) 'Migration is the main reason for changes in population.'  
Evaluate this claim.

[10]

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

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

Arguments and evidence **for** the statement:

- Increasingly common activity with globalisation and growing economic and social inequalities, including poverty
- Impact of war and disaster causing rapid movement of groups of people
- Longer term pattern of movements and their impact
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Other factors more important e.g. birth and mortality rates
- Economic factors may be stronger influence
- Impact of health and education
- Birth rates are only one cause of population growth
- Other reasonable arguments.

- AO1/Level 1:** Candidate reveals partial knowledge and understanding; some discussion of aspects of the issue supported by limited evidence and information. [1-2]
- AO1/Level 2:** Candidate reveals sound knowledge and understanding; some discussion of aspects of the issue supported by some evidence and information. [3-4]
- AO1/Level 3:** Candidate reveals good knowledge and sound understanding; discussion of 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 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 (a) Identify and describe three global changes that affect the environment. [6]

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

Three reasons identified from:

- Growth in transport and tourism
- Increase in factories and mass production
- Use of resources with economic development
- Generation of energy with increased consumption generally
- Population growth
- Migration
- Technological change e.g. GM
- Agricultural practices and technology changing
- Other reasonable response.

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

**AO1/Level 1:** Reason identified. [1]

**AO1/Level 2:** Reason identified with suitable clear description given. [2]

- (b) Using examples, explain how the environment might be affected by global change. [9]

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

Candidates may describe the following ways:

- Resources running out
- Pollution
- Global warming
- Changes to environment
- Loss of biodiversity
- Rainforest depletion
- Other reasonable response.

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

**AO1/Level 2:** Candidate reveals sound knowledge and understanding; usually some description of aspects of the process supported by examples. [3-5]

**AO1/Level 3:** Candidate reveals wide-ranging and accurate knowledge and understanding; usually some description of aspects of the process supported by 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]

(c) 'Globalisation improves people's lives.' Evaluate this claim. [10]

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

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

Arguments and evidence **for** the statement:

- Development of mass culture
- Increased competition and potential loss of jobs
- Environmental impact and use of scarce resources
- Change in way of life of cultures
- Potential exploitation of people
- Increased inequality and stratification
- Increased migration and refugees
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Greater understanding of other cultures
- Learning from other cultures
- Improved business and commercial opportunities
- Improved leisure and health
- Improved communications and access to knowledge
- Improved health and safety
- Greater wealth
- Other reasonable response.

**AO1/Level 1:** Candidate reveals partial knowledge and understanding; some discussion of aspects of the issue supported by limited evidence and information. [1-2]

**AO1/Level 2:** Candidate reveals sound knowledge and understanding; some discussion of aspects of the issue supported by some evidence and information. [3-4]

**AO1/Level 3:** Candidate reveals wide-ranging knowledge and understanding; discussion of 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 8: 25]

# **Report on the Components**

## **June 2005**

### **Chief Examiner Introduction**

The quality of scripts for the 2005 candidates was similar to previous years with some exceptional responses from some centres and individual candidates. The comments in this report should help teachers to inform their students about how to achieve top marks. Two common factors in scripts achieving the highest levels in the mark scheme are the amount of apt examples included in the response and the conceptual detail, showing evidence of sociological learning and understanding. Encouraging students to apply concepts, when appropriate, such as the glass ceiling, life chances, stereotyping, labelling, ethnicity, social class, generalisation, representative and validity, to name but a few – are sociological terms included in high level responses, depending on the question, of course.

There is plenty of evidence of high quality teaching with candidates offering responses that are sociological and conceptual: centres are to be congratulated.

**Principal Examiner Report  
1990/01 – Foundation Paper 1**

**1. General Comments**

This year, the compulsory topic in Section A dealt with the *Family and Identity*. In 2006, the topic for Section A will deal with *Power and Citizenship*. The compulsory Section B dealt with *Power and Citizenship* in 2005, whilst in 2006 it will focus on the topic of the *Family and Identity*. The Option Units in Section C remain the same from year to year and this year *Crime and Deviance* was by far the most popular with only a minority of candidates choosing one of the remaining option units, *Religion* and *Protest and Social Movements*. All students are to be congratulated for their hard work on the paper. High standards of teaching and learning were evident in some answers that went beyond the anecdotal responses offered by a significant number of candidates.

**Comments on Individual Questions**

- Q1a From Source A, most candidates were able to give two countries with the highest divorce rates in Europe – United Kingdom and Denmark, though some simply stated the two countries at the top of the table.
- Q1b Many students dealt with the issue of interviews as well as the notion of unstructured. Better answers used examples e.g. from Source B to illustrate the answer – as the question requires.
- Q1c Most candidates demonstrated a sound or good understanding of the nature of the evidence and correctly identified reasons why the evidence in Source B may not be reliable or accurate. The mark scheme allows students to discuss a host of reasons why the source might not be trusted and the term ‘reliable’ is not restricted to the technical definition of ‘consistency’. Responses included:
- Only wives were asked and not the husbands.
  - The sample size was very small -20 families
  - The sample will not generalise to the whole population because the interviewees were only in the local area and not nationally representative.
  - The sample was biased because they might hold similar views given they were all friends of the family.
- Q1d Some candidates did well on this question, making three separate points about the sample used; some mentioned the date of the study as well as the evidence is based on a single, white, working class male.

*Report on the Components taken in June 2005*

- Q1e Most candidates were rewarded for running through a range of methods; better candidate made sure they referred to secondary sources as well as primary methods, mentioned some advantages / disadvantages of the methods chosen, and made reference to sample selection. A surprising number stressed the potential of *covert* participant observation within families. Many candidates failed to score high marks because they made little or no reference to the topic of the question: there was an opportunity to mention some aspects of nuclear/types of family which could be studied; there was an opportunity to relate secondary sources to these issues (e.g. census would be a very useful secondary source or divorce rates). Some students produce a rehearsed answer that does not address the topic being studied.
- Q2a Many candidates were well prepared for this question. Better answers identified two features often from freedom of speech or voting and then elaborated e.g. details about voting – adults over 18 years old vote for an MP who represents a ward.
- Q2b Most candidates could successfully identify at least four means used by pressure groups e.g. demonstrations and writing to MPs. Better candidates dealt with the issue of 'influence' e.g. pressure groups can affect the way people vote. A minority of candidates interpreted pressure groups for peer groups!
- Q2c Many candidates were able to offer an argument for and against as well as a reasonable conclusion that added value to the answer. However, many students wrote about equal pay rather than power. Better answers dealt with glass ceiling in terms of males dominating powerful jobs or the increasing number of female MPs being in a position of political power.
- Q3a This was well answered: most could identify two examples of deviant behaviour. Top marks came from suitable sociological knowledge or examples being included, especially where candidates explained that the behaviour was deviant because it was unacceptable/went against norms in society.
- Q3b Good answers offered apt examples and knowledge of agencies of social control – the most popular agency being the police but also candidates dealt with the family. Better answers demonstrated sociology e.g. of rules, role models, sanctions/ punishments and rewards.
- Q3c Most candidates were able to understand what was meant by official crime statistics. Many attempted to offer a two-sided debate with a conclusion that added value to the answer. Better answers offered sociological knowledge – e.g. that the figures were national and therefore representative however, the figures do not reflect the crimes that go unreported. Top answers also mentioned alternative methods of measuring crime – victim surveys or self-report studies.
- Q4a This was often well answered with many candidates two ways of preventing crime – more police and CCTV being often quoted. Apt examples/sociology help candidates score top marks.
- Q4b Popular and well answered, many candidates identified the reasons why crime might not be reported and offered apt examples.

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- Q4c Most candidates could identify arguments for and against the notion that 'poor' people commit more crime than the 'rich'. Better answers demonstrate sociological concepts rather than offering anecdotal points e.g. labelling and the self-fulfilling prophecy. Some students need to practise weaving sociology into their answers.
- Q5a This was not a popular question. Those candidates who answered the question because they had been prepared for the topic tended to score quite well. Those that had been prepared for the topic not only identified two *different* social movements but also described them as well.
- Q5b Candidates often described well why social movements develop including:
- Disillusionment with the choice of ideologies offered by traditional political parties
  - The growth of a new middle class
  - Disillusionment with the ability of the state to distribute welfare
  - Being ideologically distinct: a move away from old class-based movements
  - Embracing social difference and diversity
  - Responding to contemporary issues, such as risk, pollution etc
- Q5c Candidates who had been prepared for the topic were able to present two sides to the debate that social movements have been successful in bringing about change in Britain. Better responses produced apt examples and a conclusion to gain full marks.
- Q6a Candidates that had been taught the topic tended to score well. Candidates often correctly identified and described two *different* protest groups.
- Q6b The majority of candidates that attempted the question were able to use examples to describe how protest groups bring about change – better answers dealt with how the methods bring about change e.g. affect on voting behaviour. Candidates described
- Marches
  - Joining pressure groups
  - Media Campaigns
  - Publicity Stunts
  - Direct and Indirect Action
  - Non-co-operation
- Q6c Most candidates were able to offer a two-sided debate about protest groups being successful in terms of changing society. Only a few were able to offer a reasonable conclusion.

- Q7a Candidates that had clearly been prepared for this topic were able to identify and describe two ways religion can be measured – two from behaviour, belief and practice. The points were elaborated with an example to demonstrate knowledge of the issue.
- Q7b Answers focused mainly on the following reasons why people belong to a religious movement:
- Belief in God
  - Need for social contact or a sense of community
  - Social support.
  - Religious experience.
  - Fear of not joining a religion.
  - Peer pressure.
  - Socialisation / habit.
- Q7c Most answers were able to give some information both for and against the statement that Britain is a secular society. High level answers demonstrated sociological concepts and knowledge and offered a conclusion that added value to the answer.
- Q8a Most candidates that had been prepared for the topic could identify two types of religious group: two from church, sect, denomination or cult. The descriptions of these varied in accuracy. Many candidates simply named religions.
- Q8b Most candidates could suggest a range of reasons for joining religious groups e.g. isolation, personal crisis, ageing, the search for explanation, secularisation of existing religious group, conversion experience, and family upbringing.
- Q8c This question anecdotal responses to the question about religion appealing to the young and the poor.

**PRINCIPAL EXAMINER REPORT  
1990/2 – Foundation Paper 2**

**General Comments**

This year, the compulsory topic in Section A dealt with the module of Work. In 2006, the Section A will deal with Education. The compulsory Section B dealt with the module Education in 2005, whilst in 2006 it will focus on the module of Work. The option units in Section C remain the same from year to year and this year the Media module was the more popular, with only a minority of candidates choosing Poverty or Contemporary Social Change.

In 2005, Paper 2 appears to have differentiated successfully. Generally there seemed an improvement in the standard of achievement of some candidates which seems to derive from being prepared for the individual requirements of each section.

**Comments on Individual Questions**

**SECTION A - QUESTION 1**

- (a) From the evidence in the source A most candidates were able to identify two examples of new technology. A minority of candidates picked types of new technology that were not mentioned in the item.
- (b) Candidates struggled to define content analysis. However, some made good use of the item and were able to give at least one example. Candidates need to have better knowledge of secondary methods of research, as well as the traditional primary methods. Candidates should make more use of the items in their responses.
- (c) Candidates seemed well prepared for this answer. They understood the requirements, but struggled to apply their criticisms to the actual method, thus only achieving 4 out of a possible 6 marks. However, many were able to give more generic criticisms of bias. A minority failed to understand the question, needed more training in the actual concept of problems with validity.
- (d) Candidates did well on this question. They have been trained well to look for issues of representativeness. However, a minority are still looking at generic issues of validity. Candidates still need to be able to relate problems in representativeness to the aim of the research, or at least be able to explain the issue. Thus the candidates spotted that 6 men are not representative of all workers, but they needed to explain why i.e. women's views on the experience of work may be different to men.
- (e) Candidates are prepared well for the requirements of this question. However, there were still many generic rehearsed responses. Candidates seem to have knowledge of questionnaires, interviews and observation, but often justification of their use was only implicit. A few candidates still evaluate their work, despite this not being credited. Many candidates are not including secondary evidence in their answers limiting AO1 marks to 3 and below; and those that referred to secondary evidence often did so in a simplistic and generic manner. A minority of candidates did not understand this question and wrote an evaluate essay on whether workers gain job satisfaction from computers. However, overall candidates did engage with the research area and most candidates did respond to this question.



## SECTION B – QUESTION 2

- (a) The majority of candidates managed two responses to why middle class children get better GCSE results. However, the responses were differentiated by simplistic non sociological answers that were unsubstantiated i.e. Middle class children have better teachers versus sociological and clear answers such as material deprivation. Many candidates did not get beyond 4 marks as they were unable to give either the sociological terminology or give enough depth for sound knowledge.
- (b) Candidates engaged with this question well. Some struggled to give HOW preferring to discuss WHY schools treated middle class children differently. The best responses discussed labelling, self fulfilling prophecy alongside being able to pay for private schooling with smaller class sizes. Good candidates often realised that the working class children may gain extra teaching, money etc. Poor responses were characterised by non sociological ideas.
- (c) Candidates were asked to evaluate peer groups being the most important influence on a child's education. Good responses were able to give evidence that the peer group does influence educational achievement and discussed other agents of socialisation also affected educational achievement. However some candidates did confuse the question thinking they were evaluating the advantages and disadvantages of peer groups. Most candidates attempted to evaluate the statement and it was pleasing to see more students writing in the essay format. (Listed arguments being limited to a maximum of 2 AO2 marks.)

## SECTION C – QUESTIONS 3 & 4

### MEDIA MODULE

Whilst being the most popular module, weaker candidates on the Foundation paper often engage with the question but give largely non sociological answers. All centres need to ensure students have the terminology and knowledge to discuss their answers. Due to the constant change in media technology students need to have access to recent sociological text on this subject.

- 3(a) Many candidates gave at least two responses. However, weaker candidates did not focus on the last 20 years and thus failed to score marks. Good responses focussed not only on the growth of media, but also the concentration of media ownership, the advent and effect of the internet as well as the increase in individual interactivity.
- (b) Good responses were able to focus on the different models of influence (hypodermic syringe etc.) discussion of violence and often the influence of advertising. However, often candidates failed to highlight the influence itself, talking around the subject.
- (c) Candidates were asked to evaluate whether the Internet is improving people's lives. As mentioned at the beginning of this section this question engaged students but often responses were non-sociological focussing on the advantage of on line shopping versus the disadvantage of fraudsters in chat rooms. Often candidates did not seem to have used any recent sociological evidence or discussion on the subject. The best responses were able to evaluate greater access for the disabled and elderly, with

greater media influence through individual access to the creation of the internet, alongside the positive nature of globalisation versus the cost excluding some, the control of the greater media corporations and the dangers of the Internet.

- 4 (a) Most candidates could explain how the media were selective in two ways, but weaker candidates were repetitive without realising it. Good responses were able to show how the government, or the owners or the gatekeepers did select media and explained why.
- (b) Candidates that attempted this question often gave repetitive responses focussing purely on the negative stereotyping. They did not recall the wealth of evidence of exaggeration; invisibility; role models; folk devils, distortion or selection. Weaker candidates merely listed stereotypical characters from soap or reality T.V. shows.
- (c) This was not answered as well as might be expected. Many students did not fully understand the question and did not successfully evaluate the other influences on gender that exist. Good responses were able to show that media does have a place in gender socialisation, and were able to evaluate that with the effectiveness of other agents of socialisation (family, education, work, religion and peer group.)

## **SECTION C – QUESTIONS 5 & 6**

### **POVERTY**

Those that attempted this section had sociological knowledge in their answers. Candidates understood most of the tasks and overall engaged well with the questions.

- 5(a) Most candidates were able to identify and describe two groups that were likely to be poor. Good responses showed how and why these groups were more likely to be poor.
- (b) Candidates that answered this gave good examples of relative poverty but often failed to understand the comparative element of it. Often candidates mistakenly wrote that it was just being less poor than absolute. Good responses did compare relative poverty with the concept of absolute poverty, although this was not a pre-requisite to the answer.
- (c) Whilst candidates struggled to note the difference between effect and cause, many were well prepared in the debate of health, unemployment, cycle of deprivation and the poverty trap. Most candidates gave sociological terminology and quite complex ideas, but failed to fully understand the question, thus losing some AO2 marks.
- 6(a) The majority of candidates could give 2 ways the government could help people in poverty. However, not many could clearly identify the way focussing on more on examples e.g. child benefit and explaining it, rather than identifying the way as welfare benefits.
- (b) Candidates struggled to maintain a precise definition of the poverty trap. Responses failed to recognise the structural causes of the poverty trap. Many students merely explained how culturally people were trapped in poverty i.e. cycle of deprivation etc. Whilst answers were credited only those with the precise definition were rewarded top marks.

- (c) As with question 5c candidates struggled to note the difference between effect and cause, yet many were well prepared in the debate of health, unemployment, cycle of deprivation and the poverty trap. Most candidates gave sociological terminology and quite complex ideas, but failed to fully understand the question, thus losing some AO2 marks.

## **SECTION C – QUESTIONS 7 & 8**

### **CONTEMPORARY SOCIAL CHANGE**

Contemporary Social Change is the least popular in terms of responses and also seems to be the module the students are the least prepared for. This seemed to be answered by students who may have had knowledge from another discipline i.e. Science or Geography, which led to non-sociological responses that scored little. As is often the case with new modules, as materials are being published currently it is hopeful that the module will be more popularly taught.

- 7(a) A few candidates were able to note two changes in world population. Better responses showed understanding of both the way and its effect.
- (b) Most responses focussed on the impact on resources and understood some good examples. Few however, thought about the impact on the social structure or on political issues.
- (c) Some candidates chose not to respond to this part of the question. This obviously disadvantaged them greatly on this paper losing 1/8<sup>th</sup> of their marks. Good responses managed to debate the population change due to migration versus birth / mortality rates alongside impact of war.
- 8(a) Responses often were Geographical or based on Leisure and Tourism studies. Good responses were able to discuss Globalisation in reference to migration; population change; technological change and /or change in travel.
- (b) Candidates could discuss how people's lives might be affected by global change, but again many responses failed to remain sociological. Good responses focussed on depletion of resources, pollution and changes to the environment whilst showing understanding of the social effects.
- (c) The few candidates that attempted this question were again often not responding sociologically. Best responses referred to the greater understanding and benefits of being closer to other cultures versus the development of mass culture, the increased inequality on a global scale.

**Principal Examiner Report  
1990/03 – Higher Paper 3**

**General Comments**

This year, the compulsory topic in Section A dealt with the *Family and Identity*. In 2006, the topic for Section A will deal with *Power and Citizenship*. The compulsory Section B dealt with *Power and Citizenship* in 2005, whilst in 2006 it will focus on the topic of the *Family and Identity*. The Option Units in Section C remain the same from year to year and this year *Crime and Deviance* was by far the most popular with only a minority of candidates choosing one of the remaining option units, *Religion* and *Protest and Social Movements*. All students are to be congratulated for their hard work on the paper. High standards of teaching and learning were evident.

**Comments on Individual Questions**

Q1a From Source A, most candidates were able to give two countries with the highest divorce rates in Europe – United Kingdom and Denmark.

Q1b Most candidates demonstrated a sound or good understanding of the nature of the evidence and correctly identified reasons why the evidence in Source B may not be reliable or accurate. The mark scheme allows students to discuss a host of reasons why the source might not be trusted and the term 'reliable' is not restricted to the technical definition of 'consistency'. Responses included:

- Only wives were asked and not the husbands.
- The sample size was very small -20 families
- The sample will not generalise to the whole population because the interviewees were only in the local area and not nationally representative.
- The sample was biased because they might hold similar views given they were all friends of the family.

Q1c This question produced a range of answers. Many candidates were able to comment on the links between the two sources, commenting on the degree of support regarding both the *methods* (census versus interview; date of sources; large/small samples) and *content* (extended families evident all over the country versus some evident in small Asian sample in North London).

Q1d Some candidates did well on this question, making three separate points about the sample used; some mentioned the date of the study as well as the evidence is based on a single, white, working class male.

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- Q1e Most candidates were rewarded for running through a range of methods; better candidate made sure they referred to secondary sources as well as primary methods, mentioned some advantages / disadvantages of the methods chosen, and made reference to sample selection. A surprising number stressed the potential of *covert* participant observation within families. Many candidates failed to score high marks because they made little or no reference to the topic of the question: there was an opportunity to mention some aspects of nuclear/types of family which could be studied; there was an opportunity to relate secondary sources to these issues (e.g. census would be a very useful secondary source or divorce rates). Some students produce a rehearsed answer that does not address the topic being studied.
- Q2a Many candidates were well prepared for this question. Better answers identified three features often freedom of speech, voting and freedom to form a political party or join a pressure group. Top answers then elaborated e.g. more details about voting – adults over 18 years old vote for an MP who represents a ward.
- Q2b Most candidates could successfully identify at least four means used by pressure groups e.g. demonstrations and writing to MPs. Better candidates dealt with the issue of 'influence' e.g. pressure groups can affect the way people vote. A minority of candidates interpreted pressure groups for peer groups!
- Q2c Many candidates were able to offer an argument for and against as well as a reasonable conclusion that added value to the answer. However, many students wrote about equal pay rather than power. Better answers dealt with glass ceiling in terms of males dominating powerful jobs or the increasing number of female MPs being in a position of political power.
- Q3a This was well answered: most could identify three different agencies of social control often being police, family and school. Top marks were awarded for suitable sociological knowledge or apt examples to support the identification of the agency.
- Q3b Good answers offered apt examples and knowledge of deviant behaviour e.g. it is behaviour that is unacceptable/goes against norms in society. Issues such as time, place, role of the person, society and sub-culture were quoted with apt examples to illustrate each point.
- Q3c Many candidates were able to understand what was meant by official crime statistics. Many attempted to offer a two-sided debate with a conclusion that added value to the answer. Better answers offered sociological knowledge – e.g. that the figures were national and therefore representative however, the figures do not reflect the crimes that go unreported. Top answers also mentioned alternative methods of measuring crime – victim surveys or self-report studies.

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- Q4a This was often well answered with many candidates identifying the reasons crime might not be reported to the police. Apt examples/sociology help candidates score top marks for each reason.
- Q4b This was quite well answered, with candidates suggesting why men might be more likely to commit crime than women – better answers demonstrated sociological concepts rather than offering anecdotal points e.g. labelling, chivalry factor, opportunities and access to white collar crime. Weaker answers were anecdotal.
- Q4c Most candidates could identify arguments for and against the notion that working class people commit more crime than the middle class. Better answers demonstrated sociological concepts rather than offering anecdotal points e.g. labelling and the self-fulfilling prophecy. Some students need to practise weaving sociology into their answers.
- Q5a This was not a popular question. Those candidates who answered the question because they had been prepared for the topic tended to score quite well. Those that had been prepared for the topic not only identified three *different* social movements but also described them as well.
- Q5b Candidates often described well why social movements develop including:
- Disillusionment with the choice of ideologies offered by traditional political parties
  - The growth of a new middle class
  - Disillusionment with the ability of the state to distribute welfare
  - Being ideologically distinct: a move away from old class-based movements
  - Embracing social difference and diversity
  - Responding to contemporary issues, such as risk, pollution etc
- Q5c Candidates who had been prepared for the topic were able to present two sides to the debate that social movements have been successful in bringing about change in Britain. Better responses produced apt examples and a conclusion to gain full marks.
- Q6a Candidates that had been taught the topic tended to score well. Candidates often correctly identified and described three *different* protest groups.

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- Q6b The majority of candidates that attempted the question were able to using examples to describe how protest groups bring about change – better answers deal with how the methods bring about change e.g. affect voting behaviour. Candidates described
- Marches
  - Joining pressure groups
  - Media Campaigns
  - Publicity Stunts
  - Direct and Indirect Action
  - Non-co-operation
- Q6c Most candidates were able to offer a two-sided debate about protest groups being successful in terms of changing society. Only a few were able to offer a reasonable conclusion.
- Q7a Candidates that had clearly been prepared for this topic were able to identify and describe three ways religion can be measured – namely behaviour, belief, practice. The points were elaborated with an example to demonstrate knowledge of the issue.
- Q7b Answers focused mainly on the following reasons why people belong to a religious movement:
- Belief in God
  - Need for social contact or a sense of community
  - Social support.
  - Religious experience.
  - Fear of not joining a religion.
  - Peer pressure.
  - Socialisation / habit.
- Q7c Most answers were able to give some information both for and against the statement that Britain is a secular society. High level answers demonstrated sociological concepts and knowledge and offered a conclusion that added value to the answer.
- Q8a Most candidates that had been prepared for the topic could identify three types of religious group: from church, sect, denomination or cult. The descriptions of these varied in accuracy. Many candidates simply named religions.
- Q8b Most candidates could suggest a range of reasons for joining religious groups e.g. isolation, personal crisis, ageing, the search for explanation, secularisation of existing religious group, conversion experience, family upbringing.
- Q8c This question anecdotal responses to the question about religion appealing to the young and the poor. Better answers also brought in ethnicity – growth of some religions in ethnic minority groups tended to have younger members given the pattern of migration (ie. younger people tended to migrate).

**Principal Examiner's Report  
1990/4 –Higher Paper 4**

**General Comments**

This year, the compulsory topic in Section A dealt with the module of Work. In 2006, the Section A will deal with Education. The compulsory Section B dealt with the module Education in 2005, whilst in 2006 it will focus on the module of Work. The option units in Section C remain the same from year to year and this year the Media module was the more popular, with only a minority of candidates choosing Poverty or Contemporary Social Change.

In 2005, Paper 4 appears to have differentiated successfully. There is a clear divide between candidates who rely on common sense for their answers; and those who have revised and used sociological evidence and terminology. Generally there seemed an improvement in the standard of achievement of some candidates which seems to derive from being prepared for the individual requirements of each section.

It was pleasing to see that the majority of candidates answered the correct amount of questions as in previous years they have attempted to answer all questions. On the Higher paper candidates do still run out of time. It appears that candidates are writing too much for answers to Section A 1e and Section B and C part a's. For further advice see the comments on individual questions.

**Comments on Individual Questions**

**SECTION A - QUESTION 1**

Generally centres are preparing the students well for Section A. However, a few centres are still providing generic responses of validity, reliability and representativeness in every answer. These centres need to recognise which research issue is being discussed in each question.

- (a) From the evidence in the source A the vast majority of candidates were able to identify two examples of new technology.
- (b) Candidates seemed well prepared for this answer. They understood the requirements noting that it is a question about validity, but struggled to apply their criticisms to the actual method, thus only achieving 4 out of a possible 6 marks. However, many were able to give more generic criticisms of bias. A minority failed to understand the question, needed more training in the actual concept of problems with validity. Overall candidates struggled to fully focus on the method of content analysis. Candidates need to have better knowledge of secondary methods of research, as well as the traditional primary methods. Candidates should make more use of the items in their responses.
- (c) Candidates were differentiated by centres that seem prepared for the requirements of this question and others who did not. Good responses managed to find similarities and differences in the content of the sources, expanding their answers through comparison of method or type of evidence. It is not a pre – requisite that they comment on content and type of evidence, but often it aided students to develop their answer. Weaker students merely copied from the items without explicit reference to support or non support of the items.
- (d) Candidates did well on this question. They have been trained well to look for issues of representativeness. However, a minority are still looking at generic issues of



### *Report on the Components taken in June 2005*

validity. Candidates still need to be able to relate problems in representativeness to the aim of the research, or at least be able to explain the issue. Thus the candidates spotted that 6 men are not representative of all workers, but they needed to explain why i.e. women's views on the experience of work may be different to men. Weaker responses did not focus on the sample and its representativeness, generically discussing issues of validity.

- (f) Some candidates are prepared well for the requirements of this question; however, there were still many generic rehearsed responses. Candidates seem to have knowledge of questionnaires, interviews and observation, but often justification of their use was only implicit. There were a few centres that are training candidates too thoroughly. These provided answers that were too detailed and too long, which then led them to run out of time overall. These centres seem to be preparing candidates for AS level discussing unnecessary issues of operationalisation, explicit sampling and evaluation of methods. These are good skills, but not further credited and are too time consuming. Many candidates are still not including secondary evidence in their answers which limits their AO1 marks to 3 and below; and those that referred to secondary evidence often did so in a simplistic and generic manner. Only a minority of candidates did not understand this question and wrote an evaluate essay on whether workers gain job satisfaction from computers.

### **SECTION B – QUESTION 2**

- (a) The majority of candidates managed three responses to why middle class children get better GCSE results. However, the responses were differentiated by simplistic non sociological answers that were unsubstantiated i.e. Middle class children have better teachers versus sociological and clear answers such as material deprivation. There was evidence that centres had trained candidates to write answers in note form and this gave clarity to their answers and stopped them spending too long on the answer. Some centres wrote far too much which then meant they ran out of time.
- (b) Candidates engaged with this question well. The best responses discussed labelling, self-fulfilling prophecy alongside being able to pay for private schooling with smaller class sizes. Good candidates often realised that the working class children may gain extra teaching, money etc. Poor responses were characterised by non-sociological ideas, basing answers purely on personal experience.
- (c) Candidates were asked to evaluate peer groups being the most important influence on a child's education. Good responses were able to give evidence that the peer group does influence educational achievement and discussed other agents of socialisation also affected educational achievement. However some candidates failed to evaluate their responses at all. Centres need to remind students to conclude their argument to achieve full marks on their A02 evaluation.

### **SECTION C – QUESTIONS 3 & 4 MEDIA MODULE**

Whilst being the most popular module, weaker candidates on the Higher paper often engage with the question but give largely non sociological answers. All centres need to ensure students have the terminology and knowledge to discuss their answers. Due to the constant change in media technology students need to have access to recent sociological text on this subject.

- 3(a) Good responses were able to focus on the different models of influence (hypodermic syringe etc.) discussion of violence and often the influence of advertising. However, often candidates failed to highlight the influence itself,

*Report on the Components taken in June 2005*

talking around the subject. There was evidence that centres had trained candidates to write answers in note form and this gave clarity to their answers and stopped them spending too long on the answer. Some centres wrote far too much which then meant they ran out of time.

- (b) Responses were differentiated by those who focussed answers on personal knowledge of the latest gadgets versus those who were well-versed in new sociological discussions of globalisation, interactivity, intertextuality and convergence. The later then used their knowledge to discuss the effects of these changes in relation to social issues of control, sharing of cultures, and convergence of power. A few candidates ignored the wording of the question offering changes that were far older than the last 20 years and thus failing to score marks.
  - (c) Candidates were asked to evaluate whether the Internet is improving people's lives. As mentioned at the beginning of this section this question engaged students but often responses were non sociological focussing on the advantage of on line shopping versus the disadvantage of fraudsters in chat rooms. Often candidates did not seem to have used any recent sociological evidence or discussion on the subject. The best responses were able to evaluate greater access for the disabled and elderly, with greater media influence through individual access to the creation of the internet, alongside the positive nature of globalisation versus the cost excluding some, the control of the greater media corporations and the dangers of the Internet. Again weaker students failed to evaluate their ideas.
- 4 (a) Most candidates could explain how the media were selective, but weaker candidates were repetitive without realising it. Good responses were able to show how the government, or the owners or the gatekeepers did select media and explained why. There was evidence that centres had trained candidates to write answers in note form and this gave clarity to their answers and stopped them spending too long on the answer. Some centres wrote far too much which then meant they ran out of time.
- (b) Candidates that attempted this question often gave repetitive responses focussing purely on the negative stereotyping. They did not recall the wealth of evidence of exaggeration; invisibility; role models; folk devils, distortion or selection. Weaker candidates merely listed stereotypical characters from soap or reality T.V. shows.
  - (c) This was not answered as well as might be expected. Many students did not fully understand the question and did not successfully evaluate the other influences on gender that exist. Good responses were able to show that media does have a place in gender socialisation, and were able to evaluate that with the effectiveness of other agents of socialisation (family, education, work, religion and peer group.) Again a few weaker candidates failed to evaluate their ideas.

## **SECTION C – QUESTIONS 5 & 6**

### **POVERTY**

Those that attempted this section had sociological knowledge in their answers. Candidates understood most of the tasks and overall engaged well with the questions.

- 5(a) Most candidates were able to identify and describe two groups that were likely to be poor. Good responses showed how and why these groups were more likely to be poor. There was evidence that centres had trained candidates to write answers in note form and this gave clarity to their answers and stopped them spending too long on the answer. Some centres wrote far too much which then meant they ran out of time.
- (b) Most candidates had good knowledge of absolute poverty, however many candidates gave good examples of relative poverty but often failed to understand the comparative element of it. Often candidates mistakenly wrote that it was just being less poor than absolute. Good responses did compare relative poverty with the concept of absolute poverty, had good examples and included the sociological evidence of Townsend/ Mack and Lansley; and Rowntree.
- (c) Whilst candidates struggled to note the difference between effect and cause, many were well prepared in the debate of health, unemployment, cycle of deprivation and the poverty trap. Most candidates gave sociological terminology and quite complex ideas, but failed to fully understand the question, thus losing some AO2 marks. Again weaker students failed to evaluate the claim.
- 6(a) The majority of candidates could give ways the government could help people in poverty. However, not many could clearly identify the way focussing on more on examples e.g. child benefit and explaining it, rather than identifying the way as welfare benefits. A majority of students focussed purely on benefits, not thinking about tax credits income support etc. There was evidence that centres had trained candidates to write answers in note form and this gave clarity to their answers and stopped them spending too long on the answer. Some centres wrote far too much which then meant they ran out of time.
- (b) Candidates struggled to maintain a precise definition of the poverty trap. Responses failed to recognise the structural causes of the poverty trap. Many students merely explained how culturally people were trapped in poverty i.e. cycle of deprivation etc. Whilst answers were credited only those with the precise definition were rewarded top marks.
- (c) As with question 5c candidates struggled to note the difference between effect and cause, yet many were well prepared in the debate of health, unemployment, cycle of deprivation and the poverty trap. Most candidates gave sociological terminology and quite complex ideas, but failed to fully understand the question, thus losing some AO2 marks. Again weaker students failed to evaluate the claim.

## SECTION C – QUESTIONS 7 & 8

### CONTEMPORARY SOCIAL CHANGE

*Contemporary Social Change is the least popular in terms of responses and also seems to be the module the students are the least prepared for. This seemed to be answered by students who may have had knowledge from another discipline i.e. Science or Geography, which led to non sociological responses that scored little. As is often the case with new modules, as materials are being published currently it is hopeful that the module will be more popularly taught.*

- 7(a) A few candidates were able to note changes in world population. Better responses showed understanding of both the change and its effect.
- (b) Most responses focussed on the impact on resources and understood some good examples. Few however, thought about the impact on the social structure or on political issues.
- (c) Good responses managed to debate the population change due to migration versus birth / mortality rates alongside impact of war. However, this was generally poorly answered focussing on Geographical knowledge.
- 8(a) Responses often were Geographical or based on Leisure and Tourism studies. Good responses were able to discuss Globalisation in reference to migration; population change; technological change and /or change in travel.
- (b) Candidates could discuss how people's lives might be affected by global change, but again many responses failed to remain sociological. Good responses focussed on depletion of resources, pollution and changes to the environment whilst showing understanding of the social effects.
- (c) The few candidates that attempted this question were again often not responding sociologically. Best responses referred to the greater understanding and benefits of being closer to other cultures versus the development of mass culture, the increased inequality on a global scale.

## **PRINCIPAL MODERATOR REPORT ON UNIT 1990/05**

### **General Comments**

The coursework submitted continues to be of a high quality. It was particularly noticeable that studies are becoming more concise and many heeded the suggested word limit. Overall, the coursework was well organised, conformed to the structure proposed in the guidelines and there appeared to be an understanding of the work being seen as a whole with the potential for assessment marks for any criteria to be awarded in any part of the study.

The centre staff familiar with this specification has continued to demonstrate good practice in supporting candidates. In addition, there were a number of new centres this year and the work produced from them indicated a sound understanding of the processes involved in the production and assessment of the candidates' work.

There are very few candidates who do not use ICT applications to produce their coursework but these candidates will not be penalised as whilst desirable, presentation using ICT is not compulsory.

### **Administration**

The administration by centre staff was very good this year; most of the MS1 forms reached the moderators by the set date and sent the samples requested within the allocated time. Some centres still need to reduce bulk by removing all but one questionnaire from each candidate. Few centres had to be reminded to send the Centre Authentication Form but there was an increasing number forgetting about the Ethics Declaration Form.

Forms were generally completed with accuracy but there was a noticeable increase in the number of centres who are using '0' instead of 'A' for candidates who fail to submit coursework and who were then asked to complete amendment forms. The problems of legibility are reduced by centres using their own printed versions of the MS1 but these centres are requested to ensure that moderators are informed about the different teaching groups and which centre staff have assessed each group.

It would be appreciated if centre staff would be rigorous in checking the totals of the marks on the CAF and also ensure that each study is clearly labelled with the centre and candidate numbers. Each study must have the pages firmly secured together or contained in a (non ring binder) folder.

Where contact had to be made with centres, the response was generally friendly and efficient and moderators have appreciated this.

### **Marking**

There was a significant number of centres whose assessment was outside of the tolerance level allowed and in general this tended to be higher rather than lower. Downward adjustment of marks had to be made in these cases. Where adjustments were made, it was usually either at the very top or the very bottom of the range where the marks were most noticeably out of tolerance. There were also some centres that did not provide an accurate rank order of marks and they may need to extend their internal moderation processes.

Where the standards awarded by the centres do not appear initially to accord with the standards set in moderation, it is useful for moderators to be provided with information and justification for the allocation of marks within the specific assessment criteria. Centres are requested to ensure that all parts of the CAF are complete and also to annotate the work of each candidate showing where particular assessment objectives have been credited.

Many candidates demonstrated having a good knowledge and understanding of their chosen topic area through a range of secondary data. However, it was disappointing that some good candidates did not make full use of sociological concepts and theoretical standpoints eg on media effects (a popular area for research) as a basis for their studies. Without these, candidates cannot be awarded full marks for AOs 1:1 and 2:4.

Weaker candidates are able to score highly for AO1:1 but should be encouraged to look more widely than their class text and indiscriminate submission of internet material; an approach which cannot be awarded the higher levels of marks.

As in other years, weaker candidates were not always given credit in AO1:2 for demonstrating their knowledge of methods through design of a questionnaire. They can be awarded some (low) marks for justification through implication.

There were instances where marks were awarded for AO 2:2 (b) without the candidate having evaluated the sources or the quality of the data produced from them. This should not be confused with an evaluation of the methods used (2:1)

As in previous years, there is a reluctance to use the full range of marks; weak candidates were rarely awarded 0 marks and there continues to be a tendency to over use the middle range of marks.

Some centre staff worked very hard to ensure accuracy of marking and consistency through effective internal moderation of which details were given in the communication sent to moderators.

## **Comments on the work moderated**

### **Topics, Approach, Aims and Hypotheses**

There were some very original and exciting research pieces in which candidates demonstrated great enthusiasm for the subject and detailed insight into their chosen area. Other centres adopted a more uniform approach and limited the topic areas for study, in some cases to only one hypothesis. Where centres opt for the latter approach, care must be taken to ensure some individuality and with regard to analysis, the work must be the candidate's own.

As a general trend, centres are increasingly successful in encouraging their candidates to identify specific and manageable aims. Candidates who referred back to their aims and maintained a clear focus throughout the study were able to increase their marks.

The number of candidates submitting work that contravened the ethical guidelines was noticeably lower this year and centre staff who allowed candidates to study sensitive issues but guided them to conduct this appropriately, are to be congratulated.

## **Methods and Sources**

The best candidates carried out a piece of sociological research where both primary and secondary methods were well chosen, discussed and justified in relation to the aims. These candidates showed a sophisticated understanding of research techniques and their application.

Some candidates could be encouraged to consider and evaluate a wider range of both primary and secondary methods; the use of qualitative data was sparse and there was great reliance on the survey method. Sampling techniques were not always considered in detail and few candidates explained fully how they had selected their sample. There was an increase in the number of studies that used only one primary method and this limited the potential for candidates to use triangulation and gain high marks for evaluation of data produced.

There seemed to be a reduction in the use of published studies as secondary data this year. Most topic areas selected for study will facilitate the use of these (e.g. any study of the behaviour of young people could include a sociological overview of youth culture). An increase in the use of such studies would be beneficial.

Whilst acknowledging that it is an advanced skill, candidates should be encouraged to draw tighter links between their primary and secondary data.

## **Using Evidence**

Many candidates provided sound descriptive information but produced weak analysis of this. A greater focus on using the data to support/refute hypotheses would enable candidates to gain high marks, particularly in the middle and lower levels of the mark range.

## **Overall**

Practical research is a challenging but valuable exercise for GCSE candidates. There continues to be some excellent centre staff who have encouraged their candidates to attempt quite sophisticated tasks and in some instances, the work produced is beyond GCSE standard. At the lower end, many centres have ensured success through their staff developing a sound understanding of the processes for production of the work and accurate application of the assessment criteria and which have been used to guide candidates effectively. Reports provided on each centre's coursework proposals and training for centre staff have been useful in facilitating this understanding.

**General Certificate of Secondary Education (Subject) (Aggregation Code(s))  
June 2005 Assessment Session**

**Component Threshold Marks**

<b>Component</b>	<b>Max Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
1990 1 Written Paper	80	n/a	n/a	44	35	27	19	11
1990 2 Written Paper	80	n/a	n/a	47	37	27	19	9
1990 3 Written Paper	80	52	42	33	22	n/a	n/a	n/a
1990 4 Written Paper	80	59	48	37	27	n/a	n/a	n/a
1990 5 Coursework	40	32	27	22	17	13	9	5

**Syllabus Options**

**Foundation Tier – Paper 1**

	<b>Max Mark</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	80	44	35	27	19	11
Percentage in Grade		20.8	23.0	23.4	18.4	10.1
Cumulative Percentage in Grade		20.8	43.9	67.4	85.8	96.0

The total entry for the examination was 1310

**Foundation Tier – Paper 2**

	<b>Max Mark</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	80	47	37	27	18	9
Percentage in Grade		21.3	24.2	26.0	14.7	9.91
Cumulative Percentage in Grade		21.3	45.5	71.5	86.2	96.1

The total entry for the examination was 1310

**Higher Tier – Paper 3**

	<b>Max Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Overall Threshold Marks	80	52	42	33	22
Percentage in Grade		27.6	29.2	23.7	15.1
Cumulative Percentage in Grade		27.6	56.8	80.6	95.7

The total entry for the examination was 2598

**Higher Tier – Paper 4**

	<b>Max Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Overall Threshold Marks	80	59	48	37	27
Percentage in Grade		33.0	32.8	21.3	8.5
Cumulative Percentage in Grade		33.0	65.8	87.1	95.6

The total entry for the examination was 2598



### Coursework

	<b>Max Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	40	32	27	22	17	13	9	5
Percentage in Grade		23.0	18.9	21.3	17.0	8.6	5.8	3.2
Cumulative Percentage in Grade		23.0	41.9	63.2	80.2	88.8	94.6	97.8

The total entry for the examination was 3907

### Overall – Foundation Papers 1, 2 and Coursework

	<b>Max Weighted Mark</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
	200	108	87	66	46	26
Percentage in Grade		20.9	23.6	24.6	16.1	8.2
Cumulative Percentage in Grade		20.9	44.5	69.1	85.2	93.4

The total entry for the examination was 1309

### Overall – Higher Papers 3, 4 and Coursework

	<b>Max Weighted Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
	200	163	139	115	92	66	53
Percentage in Grade		7.8	22.2	32.0	23.0	10.2	2.3
Cumulative Percentage in Grade		7.8	30.0	62.0	85.0	95.2	97.5

The total entry for the examination was 2598





**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Information Bureau**

**(General Qualifications)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [helpdesk@ocr.org.uk](mailto:helpdesk@ocr.org.uk)

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Facsimile: 01223 552553

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