

GCSE

Sociology

General Certificate of Secondary Education **GCSE 1990**

Mark Schemes for the Components

June 2007

1990/MS/R/07

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

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

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GCSE Sociology (1990)

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Mark Scheme 1990/01
June 2007

INSTRUCTIONS ON MARKING SCRIPTS

Excerpts from the Instructions for Examiners booklet.

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, the marked scripts must be brought to the meeting.

2 After the standardisation meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the standardisation meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen.

e) Handling of unexpected answers

The standardisation meeting will include a discussion of marking issues, including:

- A full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- The handling of unexpected, yet acceptable answers.

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem.

Mark Scheme: 1990/01**Section A – Family and Identity**

- 1 (a) From the evidence in **Source A**, which year had the highest number of:
- | | | |
|----------------------|------|-----|
| (i) first marriages? | 1971 | (1) |
| (ii) divorces? | 1991 | (1) |

Target: Assessment Objective 2 (2 marks)

- (b) Source B is based upon evidence from *non-participant observation*. Using **two** examples describe what is meant by a *non-participant observation*. (6)

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

Answers may include some of the following ideas:

A non-participant observation is where the researcher watches or observes his/her sample without getting involved in the situation.

He/she will not join in and will watch 'from the outside'.

Results may be recorded onto a pre-prepared grid or just noted down.

The observation may be overt or covert.

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

AO1/Level 1:

Candidate reveals a limited understanding of the method. Typically answers will offer a list of examples with no core meaning evident. (1)

AO1/Level 2:

Candidate reveals a basic understanding and describes the method. *Typically answers will offer a definition that is not clear or no examples.* (2-3)

AO1/Level 3:

Candidate reveals a good understanding and clearly describes the method. *Typically answers will give a clear definition with examples.* (4)

AO2/Level 1:

Candidate uses one example to support explanation. (1)

AO2/Level 2:

Candidate uses two examples to support explanation. (2)

- (c) Identify and describe **two** reasons why the evidence in **Source B** might not be accurate. **(6)**

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

The *non-participant observation* in this particular case might not be accurate because:

Two reasons from:

- Only four reconstituted families observed/small sample size (not representative or generalisable)
- One off observation – not repeated or checked
- Presence of researcher may have affected the samples behaviour
- Concerns with reliability due to the relationship between researcher and family – would another researcher have got the same results?
- Researcher had known the family for 13 years therefore unlikely to have been completely objective
- As the researcher wrote up the findings after the observations relevant data might have been omitted / forgotten
- Student sociologist may not have conducted the research particularly well due to lack of experience
- Observations are all from one area therefore not generalisable to the whole population
- May contain recording error ie evidence omitted/changed/not seen
- May contain bias in analysis and interpretation, perhaps due to the gender of the researcher
- Only observed at one time of the day, behaviour may have been different at different times
- Adapted source
- Other reasonable response.

AO1/Level 1:

Candidate reveals a limited understanding of the method/evidence and explains with some lack of clarity. *Typically answers will be based on common sense or lack any core understanding of the method/evidence* **(1)**

AO1/Level 2:

Candidate reveals a basic understanding of the method/evidence. Typically answers will show some knowledge of the method/evidence but will lack clarity. **(2)**

AO1/Level 3:

Candidate reveals a good understanding of the method/evidence. *Typically answers will be based on sociological knowledge.* **(3)**

AO2/Level 1:

Candidate partially describes reason/s why this type of evidence might not be accurate but lacks clarity. **(1)**

AO2/Level 2:

Candidate describes reason/s why this type of evidence might not be accurate but might not clearly relate this to the source. **(2)**

AO2/Level 3:

Candidate clearly describes two reasons why this type of evidence might not be accurate and relates these to the evidence in the source. **(3)**

- (d) How useful is **Source C** as evidence of the experience of **all** cohabiting couples? (6)

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

There are four main areas of discussion/issues:

- Sample size – only 20 interviews, is this enough to generalise from? Problem of some non-response. May have affected any attempts made by the researcher to stratify the sample.
- Sample composition – No information about class, age or ethnicity of the sample – representative? All from one area – representative? Perhaps the answers will be different depending on whether the couples have children, how long they have been together etc.
- Nature of the evidence – will the interviewees have told the truth to the researcher in this quite sensitive topic area?
- Source of the evidence – evidence is from a study dated 2004, things may have changed since then.

The candidate may identify the following areas of discussion/issues in evaluating the usefulness of the source for generalising to all cohabiting couples:

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

AO1/Level 1:

Candidate reveals a limited understanding of the method/sampling/source. *Typically answers will lack clarity.* (1)

AO1/Level 2:

Candidate reveals a basic understanding of the method/sampling/source. *Typically answers will have partial clarity.* (2)

AO1/Level 3:

Candidate reveals a good understanding of the method/sampling/source. *Typically answers will have clear ideas.* (3)

AO2/Level 1:

Candidate evaluates area/s with limited explanation. (1)

AO2/Level 2:

Candidate evaluates area/s with some explanation. (2)

AO2/Level 3:

Candidate evaluates area/s with good explanation. (3)

- (e) 'Marriage is no longer important to people in the UK today'.
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

- Decline in number of first marriages
- Rising divorce rate
- Rising rates of cohabitation
- Rising number of singletons
- Secular society reducing the importance of religious values
- Increasing tolerance of 'alternative' lifestyles such as homosexuality
- Other reasonable response.

Possible Methods

- Interviews
- Questionnaire
- Non-Participant Observation
- Participant Observation
- Case Studies
- Experiments
- Other suitable response.

Possible types of evidence

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

AO1/Level 1:

Candidate reveals limited knowledge and understanding of the area of social life and limited methods/sources of evidence. (1)

AO1/Level 2:

Candidate reveals basic or partial knowledge and understanding of the area of social life and one or more methods/sources of evidence. (2-3)

AO1/Level 3:

Candidate reveals good knowledge and understanding of the area of social life and a range of methods and sources of evidence, including both primary and secondary. (4-5)

AO2/Level 1:

Candidate makes some connection between the selection of methods/sources 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/sources of evidence in relation to the aim of the investigation. (2-3)

AO2/Level 3:

Candidate explains the selection of methods/sources of evidence in relation to the aim of the investigation. (4-5)

[Total: 30 marks]

SECTION B – POWER AND CITIZENSHIP

Answer all of Question 2.

2 Dictatorships and democracies are different political systems.

(a) Identify and describe **two** features of a dictatorship. **(6)**

Target: Assessment Objective 1 (6 marks)

Two from:

- Power in the hands of one ruler who has complete control
- Rules by coercion
- People obey rules because they are forced to
- People are threatened with punishment if they do not obey the rules
- The government controls areas of social life ie the media, legal system and the police
- The government is able to control almost every aspect of people's lives
- Governments that are dictatorships and have total control over people's lives are called totalitarian
- Other reasonable response.

(b) Using examples, describe how people are socialised into their political beliefs in the UK. **(9)**

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

Candidates may describe the following aspects of the process:

- The agents of political socialisation
- Family: can affect our political beliefs, activities and voting behaviour;
if family members are involved in a pressure/protest group this will raise awareness of these issues;
origins ie those from Islamic countries will have more awareness of Islamic political views and activities;
their views may rub off on us and affect what we do politically and how we vote;
Peer groups: typically share similar views;
often influenced by our peer groups/peer pressure;
members of protest/pressure groups are typically drawn from similar sections of the community;
- Media: our main source of information on politics;
sets the agenda for public debate/discussion;
spin doctors and political personalities;
lack of extreme/radical views in the media;
- Workplace: different types of jobs tend to attract people of different political beliefs ie manual workers typically vote labour.
- Other reasonable response.

- (c) 'The UK today is a democracy'.
Evaluate the arguments **for** and **against** this claim. (10)

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

Answers are likely to focus on class, gender, ethnic and age differences. Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence for the statement:

- Human Rights Act
- More equality in society and its key agencies and institutions
- We elect MP's who govern on our behalf
- Freedom of speech
- Voting and elections
- Pressure/protest groups
- Legal organisations and laws to tackle racism/sexism
- Children's Rights
- Increased media access
- Meritocracy/Achieved status
- Pluralist approach
- Other reasonable response.

Arguments and evidence against the statement:

- Politics is still dominated by white, middle aged, middle class males, often Oxbridge educated.
- Unelected House of Lords
- Hereditary monarchy
- Ascribed status
- Racism and sexism still exists
- Some people have more economic/cultural/charismatic power than others
- Domestic abuse
- Child abuse
- Some people have more authority than others
- Conflict/ruling class approach
- Other reasonable response.

[Total: 25 marks]

SECTION C – CRIME, DEVIANCE AND SOCIAL CONTROL

3 Sociologists have investigated whether or not the official crime statistics are the best way of getting a true picture of crime.

(a) Identify and describe **two** formal agencies of social control. **(6)**

Target: Assessment Objective 1 (4 marks)

Two from:

- The Houses of Parliament/legislature
- Police force
- Judiciary/courts
- Prison service/penal system
- Other reasonable response.

(b) Using examples, describe why some ethnic minority groups are over-represented in the criminal statistics. **(9)**

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

Candidates are likely to focus on Afro-Caribbean people and crime, although young Asian gangs and riots may also be referred to.

Candidates may describe either or both of the following viewpoints, describing any of the reasons identified:

- Afro-Caribbean's commit more crime in society (can then link crime to poverty, deprivation, lack of opportunity, racism, poor educational qualifications or any other reasonable response).
Similarly, could talk about young Asian's involvement in gangs/riots and link to their anger at perceived police indifference/racism/deprivation.
- Afro-Caribbean's do not commit more crime in society (can then link to the targeting of certain areas, stop and search rates, stereotyping, labelling, racism or any other reasonable response). Answers can refer to the police, courts, prisons and/or the public.

- (c) 'Official crime statistics are the best way of discovering the true picture of crime'. Evaluate the arguments **for** and **against** this claim. (10)

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

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

Arguments and evidence for the claim:

- Published annually
- Cheap
- Readily available
- National figures/picture
- Shows trends/changes over time
- More representative-larger sample size
- Other reasonable response

Arguments and evidence against the claim:

- Only represent a partial picture of the total amount of crime
- Are all crimes detected?
- Are all detected crimes reported to the police?
- Are all reported crimes recorded by the police?
- Ignore the dark figure of crime
- Not all police forces or officers deal with crime and criminals in the same way
- Victim surveys (local and national)
- Self report studies
- Official statistics as a social construction
- Other reasonable response

[Total: 25 marks]

4 Sociologists realise there is no one definition of deviance.

- (a) Identify and describe **two** norms in the UK today. (6)

Target: Assessment Objective 1 (6 marks)

*In their response candidates should make it clear that norms are the unspoken and unwritten rules of behaviour in everyday life. They are learnt through socialisation and maintained via agencies of social control. They tell us what we should and shouldn't do **in particular situations**. Two examples to illustrate the above should be chosen and described.*

- (b) Using examples, describe how informal agencies of social control encourage people to conform. (9)

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

Candidates may identify and describe the following informal agencies of social control and ways of encouraging conformity:

- Family/school/peer group/mass media/workplace/religion/other informal agency
- Socialisation (primary and/or secondary)
- Teaching of norms and values
- Negative sanctions
- Positive sanctions
- Punishment
- Other reasonable response.

- (c) 'People define deviance in the same way.'
Evaluate the arguments **for** and **against** this claim. (10)

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

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

Arguments and evidence for the claim:

- Some acts are always regarded as deviant ie murder/rape
- Breaking norms and values makes an act deviant
- Consensus
- The claim will be true when people live in the same society/culture/time period etc
- Other reasonable response

Arguments and evidence against the claim:

- Depends upon the individual circumstances
- Depends upon the historical context
- Depends upon the society
- Depends upon the culture
- Depends upon who commits the deviant act
- Depends upon how powerful those involved are
- An act is not deviant in itself, it depends on how people define and respond to it
- Other reasonable response

[Total: 25 marks]

PROTEST AND SOCIAL MOVEMENTS

5 There are many protest groups in society. Sometimes these are successful and sometimes they are not.

(a) Identify and describe **two** features of protest groups. **(6)**

Target: Assessment Objective 1 (6 marks)

Two from:

- Groups who defend their own interests or promote new initiatives
- Often involved in vigorous campaigning
- Organise events to raise awareness/attract publicity
- Aim to influence public opinion and build up support
- Hope to persuade government to change policy or adopt a new policy
- May sponsor a political party financially
- May visit MP's in Parliament/write to them
- May be involved in research
- Insider groups are consulted by government departments in preparing new policy proposals
- Other reasonable response

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

- Challenging traditional political structures
- Thinking and acting in alternative ways from normal
- No formal organisation
- No central organisation
- Promoting alternative lifestyles
- Not trying to win seats in Parliament
- Other reasonable response

(b) Using examples, describe the ways protest groups use direct action. **(9)**

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

Candidate may describe the following aspects of the process and should refer to specific examples/case studies involving direct action:

- Protests and demonstrations
- Strikes
- Sometimes actions may be seen as illegal
- Hunt saboteurs disrupting fox hunting
- Animal rights activists raiding laboratories and releasing animals
- Protests that disrupt traffic
- Destroying fields of GM crops
- Arson of holiday homes in Wales owned by non-Welsh people
- Action is typically linked to the resources available to the group in question
- Other reasonable response

- (c) 'Protest groups can make a difference to society'.
Evaluate the arguments **for** and **against** this claim.

(10)

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

Candidates are likely to approach the question via a case study/studies of relevant protest groups.

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

Arguments and evidence for the claim:

- positive examples of protest groups (ie women's rights/gay rights)
- examples of how protest groups have changed attitudes/values/beliefs in society
- examples of how protest groups have changed government/public thinking/the law
- protest groups do not need to obey political party rules and so can protest to attract media attention
- other reasonable response

Arguments and evidence against the claim:

- no guarantees – public support may dwindle or be withdrawn
- powerful groups in society may not be represented in protest groups hence they are ineffective
- governments change therefore successful decisions and change might be overturned in the future
- media coverage can sometimes be negative
- protest groups and protesters may be stereotyped and perceived as extremists
- protest groups will be unlikely to change long-established dominant ideologies
- other reasonable response

[Total: 25 marks]

6 Social movements use different methods to appeal to different people.

(a) Identify and describe **two** methods a social movement might use to promote its aims. **(6)**

Target: Assessment Objective 1 (6 marks)

Candidates may refer to two different social movements and their methods or two different methods within one social movement in their answer

Two from:

- Campaign mainly through direct action
- Some protests have a strong element of fun and celebration designed to draw attention to issues
- Handing out leaflets
- Signing petitions
- Sit down demonstrations
- Getting stories into the national and/or local news
- Boycotting a company
- Road protestors occupying trees on sites due to be cleared
- Animal rights protestors breaking into laboratories and setting animals free
- Traffic disruption
- Destruction of GM crops
- Protests against globalisation
- Other reasonable response

Candidates should be rewarded for referring to methods used by protest movements as the two types of movements (social and protest) are not mutually exclusive. Answers might therefore also include:

- Lobbying
- Retaining the services of those in Parliament (sponsorship of MP's)
- Publicity
- Protest
- Campaigning
- Illegal activities
- Other reasonable response

- (b) Using examples, describe why a person might join a social movement. (9)

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

Candidates may describe the following aspects of the process:

- No formal structure
- No formal membership
- Everyone can take part in decision making/direct actions
- Often have a strong sense of being morally right
- Often movements are international due to the international issues which they deal with
- Best way to achieve goals
- Interested in wider issues related to quality of life and expressing individuality
- Helps the government to keep in touch with the wishes of the grass roots
- A means by which like-minded individuals can come together to put forward their views
- A way to participate in the political process and to influence the decision making process
- Raising public awareness
- Feelings of powerlessness and/or social exclusion
- Sense of identity
- Personal beliefs
- Way of following alternative lifestyle
- Specific individual reasons
- Other reasonable response

- (c) 'Social movements can only be successful with strong leadership'.
Evaluate the arguments **for** and **against** this claim. (10)

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

Candidates may approach the question via a case study/studies of relevant social movements or by a more general discussion.

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

Arguments and evidence for the claim:

- Discussion of charismatic authority
- Role models
- Need for a strong leader to sway public opinion
- Need for a strong leader to be the 'face' of the movement
- Need for a strong leader to make best use of the media
- Other reasonable response

Arguments and evidence against the claim:

- Success is more about the issue than the specific leader involved
- Strong personal beliefs and group power will ensure success
- Swaying public opinion will ensure success
- Publicity will ensure success
- The existence of social movements does not necessarily mean that they have influenced individuals or society
- Lack of structure/formal organization of social movements is problematic
- Legal-rational or traditional authority may be more influential than charismatic
- Social movements are defined by individual members who typically share some of the groups beliefs and not others – the leadership will not change this
- There may be no clear leader or a number of leaders within a social movement
- Powerful political parties still dominate so social movements are not really particularly successful
- Other reasonable response

[Total: 25 marks]

RELIGION

7 It is difficult to measure how religious a person or society is.

(a) Identify and describe **two** types of religious movements (or organisations). **(6)**

Target: Assessment Objective 1

Two from:

- Church (a religious organisation with paid officials, regular formal act of worship in a special place put aside for that purpose, often linked to the state)
- Sect (religious organisation very strict in its beliefs and control of its membership, rarely any paid officials, generally strongly opposed to the accepted values of society)
- Denomination (religious organisation which is accepted by wider society but has no connection with the state. Smaller in size than a church and running is more in the hands of the congregation)
- Cult (extreme version of a sect but is much smaller and can exist within a wider church. Usually based on one charismatic leader)
- Other reasonable response

N.B. If a candidate names two specific religions (Islam, Judaism, CofE etc) then this **cannot** be rewarded as three types of religious movements – it is all the same point so reward as one type only.

(b) Using examples, describe why religion might be in decline. **(9)**

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

Candidates may describe the following aspects of the process:

- World is now explained in scientific terms
- We look for natural rather than supernatural explanations today
- Modernism encourages rational and logical thought
- Social sciences have persuaded people that society can be controlled and that it is not simply created by God
- Values in society have changed eg today we value consumer and material goods, not community and mutual help which were strongly associated with the church
- Perfectly acceptable today not to attend church, no longer a sign of social respectability
- Other reasonable response

- (c) 'Asking people whether they go to church will tell a sociologist how religious they are'.
Evaluate the arguments **for** and **against** this claim. (10)

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

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

Arguments and evidence for the claim:

- Going to church indicates commitment to a religion
- Going to church allows you to express and celebrate religious beliefs
- Going to church allows you to confirm and reinforce your religiosity with those around you
- Church is still thought of by many as the house of God
- Other reasonable response

Arguments and evidence against the claim:

- Methodological evaluations about asking people how religious they are (validity, reliability, representativeness, generaliseability etc)
- Some people may have religious beliefs but not attend church
- There are big differences between those who attend regularly and those who only attend church at times of rites of passage
- People may go to church yet not have religious beliefs
- People may worship in private
- A person's values must also be considered
- Questions need to be asked in a way that does not leave out religious people who are not Christian and hence do not go to church eg Muslims-mosque
- Other reasonable response

[Total: 25 marks]

8 Some sociologists believe that religion is not as important today as it once was.

- (a) Identify and describe **two** ways a person can show they are religious. (6)

Target: Assessment Objective 1

Two from:

- Accepting the major beliefs of his/her religion
- Carrying out certain practices to show his/her commitment
- Having some experience of, or communication with, a God
- Having some knowledge and understanding of religious teachings
- Adopting behaviour appropriate to the religion
- Other reasonable response

- (b) Using examples, describe why people might belong to a religious movement (or organisation). (9)

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

Candidates may describe 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
- Primary socialisation/parental pressure
- Habit
- Social expectations
- Coercion
- Cultural defence
- Other reasonable response

- (c) 'Religion is less important in the UK today than it used to be'. Evaluate the arguments **for** and **against** this claim. (10)

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

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

Arguments and evidence for the claim:

- World is now explained in scientific terms
- We look for natural rather than supernatural explanations today
- Modernism encourages rational and logical thought
- Social sciences have persuaded people that society can be controlled and that it is not simply created by God
- Values in society have changed eg today we value consumer and material goods, not community and mutual help which were strongly associated with the church
- Perfectly acceptable today not to attend church, no longer a sign of social respectability
- We live in an increasingly secular society
- Feminists see established religion as a tool of oppression against women and hence do not value or encourage it
- Reference to relevant statistical evidence/surveys
- Other reasonable response

Arguments and evidence against the claim:

- For many ethnic minority groups religion remains very important
- New age beliefs are growing in popularity
- Religion has become a matter of personal and private choice
- New religious movements are growing in popularity
- Traditional religion may be on the decline but other types of religious organisations are not
- Reference to relevant statistical evidence/surveys
- Other reasonable response

[Total: 25 marks]

FOUNDATION MARK SCHEME – GENERIC PART B AND C

- (a) Target: Assessment Objective 1 (6 marks)
Three marks available for each feature identified and described, awarded according to the levels below:

AO1/Level 1:

Candidate reveals limited knowledge and understanding. *Typically answers will be based on common sense ideas.* (1)

AO1/Level 2:

Candidate reveals basic knowledge and understanding. *Typically answers will include implicit sociological ideas.* (2)

AO1/Level 3:

Candidate reveals good knowledge and understanding. *Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* (3)

- (b) Target: Assessment Objectives 1 (7 marks) and 2 (2 marks)
Answers may look at one aspect in depth or several aspects with breadth.

AO1/Level 1:

Candidate reveals limited knowledge and understanding; some explanation of aspects of the process; only supported by limited examples with some lack of clarity. *Typically answers will be based on common sense ideas.* (1-2)

AO1/Level 2:

Candidate reveals basic knowledge and understanding; usually some description of aspects of the process will be included, supported by examples. *Typically answers will include implicit sociological ideas.* (3-5)

AO1/Level 3:

Candidate reveals good knowledge and understanding; usually some description of aspects of the process supported by several examples; reveals some understanding of the main links between structures, processes and issues. *Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* (6-7)

AO2/Level 1:

Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity. (1)

AO2/Level 2:

Candidate uses a range of information and evidence to construct and support arguments that are mainly clear. (2)

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

AO1/Level 1:

Candidate reveals limited knowledge and understanding; some discussion of one or more aspects of the issue supported by limited evidence. *Typically answers will be based on common sense ideas.* (1-2)

AO1/Level 2:

Candidate reveals basic knowledge and understanding; some discussion of aspects of the issue supported by some evidence and information. *Typically answers will include implicit sociological ideas.* (3-4)

AO1/Level 3:

Candidate reveals good knowledge and understanding; discussion of several aspects of the issue supported by relevant evidence and information; reveals understanding of the main links between structures, processes and issues. *Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* (5-6)

AO2/Level 1:

Candidate uses limited information in a simple manner to make some limited points or arguments that lack clarity; there is little attempt to explicitly evaluate the argument. *Typically answers will implicitly evaluate at least one point.* (1)

AO2/Level 2:

Candidate uses basic information to make some points or arguments that still may lack clarity; there is an attempt to evaluate but the debate may not be totally relevant. *Typically answers will try to make a debate.* (2)

AO2/Level 3:

Candidate uses some information and evidence to construct and support arguments in relation to the issue; the argument is evaluated simply; meaning is generally clear. *Typically answers will discuss the debate either narrowly or simply.* (3)

AO2/Level 4:

Candidate uses a range of good information and evidence to construct and support arguments and conclusions in relation to the issue; the argument is evaluated in a balanced way and meaning is clear. *Typically answers will be in essay format (no subtitles) and may offer a conclusion.* (4)

Mark Scheme 1990/02
June 2007

INSTRUCTIONS ON MARKING SCRIPTS

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Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, the marked scripts must be brought to the meeting.

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- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
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The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
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SECTION A – WORK AND UNEMPLOYMENT

- 1 (a) From the evidence in **Source A**, what was the worst effect of unemployment given most:
- (i) By men
 - Loss of self worth
 - (ii) By women
 - Lack of money

AO2: One mark per effect identified

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

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

Answers may include some of the following ideas:

Evidence taken from the media, which would include: Television; Radio; Newspapers; Internet and Film. It can be used as a source of information on the topic being researched for semiology; or it can be studied in its own right ie looking for gender bias. It can produce quantitative or qualitative results and be used for content analysis.

AO1/Level 1:

Candidate reveals a limited understanding and explains with some lack of clarity. *Typically answers will offer a list of examples with no core meaning evident.* **(1)**

AO1/Level 2:

Candidate reveals basic understanding and explains the term. Typically answers will offer a definition that is not clear or no examples. **(2-3)**

AO1/Level 3:

Candidate reveals a good understanding and clearly explains the term. *Typically answers will offer a clear definition with examples* **(4)**

AO2/Level 1:

Candidate uses one example to support explanation. **(1)**

AO2/Level 2:

Candidate uses two examples to support explanation. **(2)**

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

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

- May contain simple errors or mistakes in compilation of statistics
- May contain bias in collection of evidence eg intentional political bias
- May contain recording error
- May contain editorial or presentational bias eg on a television political broadcast
- May contain distortion of account of the statistics
- Cannot check size of sample eg unemployment statistics could be regional thus inaccurate for the overall claim.
- Cannot check compilation of sample ie inclusion of women whose husbands work
- Other reasonable response

AO1/Level 1:

Candidate reveals a limited understanding of the method/evidence and some lack of clarity. *Typically answers will be based on common sense or lack any core understanding of the method/evidence.*

(1)

AO1/Level 2:

Candidate reveals basic understanding of the method/evidence. *Typically answers will show some knowledge of the method/evidence, but will lack clarity.*

(2)

AO1/Level 3:

Candidate reveals a good understanding of the method/evidence. *Typically will be based on sociological knowledge.*

(3)

AO2/Level 1:

Candidate partially describes reason/s why this evidence might not be accurate, but lacks clarity.

(1)

AO2/Level 2:

Candidate describes reason/s why this evidence may not be accurate, but might not clearly relate to the source.

(2)

AO2/Level 3:

Candidate clearly describes two reasons why this type of evidence might not be accurate and relates ideas to the source.

(3)

(d) How useful is **Source C** as evidence of the experience of **all** students?

[6]

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

Answers must focus on the representativeness of the study. Answers may include:

- Sample size – One class, one area, one age group
- Sample type – Comprehensive school
- Sample aim – All students everywhere
- Any other reasonable response

AO1/Level 1:

Candidate reveals a limited understanding of the sampling.

(1)

AO1/Level 2:

Candidate reveals a basic understanding of the sampling.

(2)

AO1/Level 3:

Candidate reveals a good understanding of the sampling.

(3)

AO2/Level 1:

Candidate evaluates area/s with limited explanation.

(1)

AO2/Level 2:

Candidate clearly evaluates area/s with some explanation.

(2)

AO2/Level 3:

Candidate clearly evaluates area/s with good explanation.

(3)

- (e) "People working in a call centre* have little 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:

- Alienation
- Intrinsic satisfaction
- Extrinsic satisfaction

Possible Evidence:

- Sick records
- Staff turn over figures Levels of pay
- Studies of social relationships
- Other sociological studies
- Other reasonable response.

Possible methods:

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

AO1/Level 1:

Candidate reveals limited knowledge and / or partial understanding of the area of social life and limited methods/source of evidence. (1)

AO1/Level 2:

Candidate reveals basic knowledge and understanding of the area of social life and one or more methods/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, usually 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 connects some of the selection of methods and source of evidence with relation to the aim/ area of the investigation. (2-3)

AO2/Level 3:

Candidate explains the selection of methods and source of evidence with relation to the aim of the investigation. (4-5)

[Total: 30]

SECTION B – EDUCATION

Many factors affect how well a student achieves in education

2(a) Identify and describe **two** types of secondary school. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Comprehensive
- Private
- Faith schools
- Specialist status
- Public
- Secondary Modern
- Grammar
- Technology College
- Academy
- 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 setting and streaming can affect a student's educational achievement. [9]

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

Candidates may explain the following aspects of the process:

- Self fulfilling prophecy
- Halo effect
- Subcultures/peer groups
- Labelling
- Other reasonable response.

AO1/Level 1:

Candidate reveals limited knowledge of one or more aspects of the process; only supported by limited examples with some lack of clarity. *Typically answers will be based on common sense ideas.* (1-2)

AO1/Level 2:

Candidate reveals basic knowledge and understanding; usually some description of one or more aspects of the process supported by one or more examples. *Typically answers will include implicit sociological ideas.* (3-5)

AO1/Level 3:

Candidate reveals good knowledge and understanding; usually some description of one or more aspects of the process supported by one or more examples; reveals some understanding of main links between structures, processes and issues. *Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* **(6-7)**

AO2/Level 1:

Candidate 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) 'Home and family have the greatest influence on a student's educational achievement.'
Evaluate the arguments **for** and **against** this statement. **[10]**

Target: Assessment Objective 1 (6 marks) 2 (4 marks)

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

Arguments and evidence **for** the statement:

- Effect of family
- Material deprivation
- Cultural deprivation
- Other reasonable arguments

Arguments and evidence **against** the statement:

- Peer group/ Subculture
- School type ie Private vs. State
- School: Labelling/setting/streaming

[Total: 25]

SECTION C –THE MASS MEDIA

- 3 (a) Identify and describe **two** ways in which the mass media are now global. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Ownership
- Ability to broadcast to a global audience
- Internet links the world
- Availability of obtaining foreign media easily
- Other reasonable response.

- (b) Using examples, explain how females are represented in the mass media. [9]

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

Candidate may explain the following aspects of the process:

- Housewife
- Sex symbol
- Subordinate
- Other reasonable response

Or they may explain the ways females are represented ie:

- Invisible
- Repetition
- Distortion
- Reflecting the change in the position of women
- Other reasonable response

- (c) 'The content of newspapers are controlled by journalists.'
Evaluate the arguments **for** and **against** this claim. [10]

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

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

Arguments and evidence **for** the statement:

- Articles are written by journalists
- Articles are researched by journalists
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Effect of advertising
- Agenda setting
- Moral panics
- Limited space and time
- Political/ legal pressures
- Newsworthy/ values
- Profit motive
- Role of other gatekeepers
- Other reasonable arguments.

[Total: 25]

- 4 (a) Identify and describe **two** ways social classes are represented in the media. [6]

Target: Assessment Objective 1 (6 marks).

Answers may specify examples from a certain class ie working class or may offer general ways representation occurs.

Two from:

- Language
- Dress
- Speech
- Appearance
- Other reasonable response.

Or the ways:

- Invisible
- Repetition
- Distortion
- Reflection of change in class ie new working class
- Other reasonable response

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

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

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

- A deviant act is highlighted in the media
- The media decides this act has high news value
- The media repeatedly highlights this act as prolific
- Deviance amplification occurs
- Stigma is attached to the appropriate folk devil
- Stirring of public indignation, where they cry out for action to be taken
- Government response occurs
- Other reasonable response.

- (c) 'The mass media has a direct affect on people's attitudes and behaviour.'
Evaluate the arguments **for** and **against** this claim. [10]

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

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

Arguments and evidence **for** the statement:

- Hypodermic syringe model
- Advertising
- Stirring someone to action ie political, charity etc.
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Cultural effects model
- Uses and gratifications model
- Audience selection
- Opinion leader model
- Other reasonable arguments.

[Total: 25]

SECTION C – POVERTY

- 5 (a) Identify and describe **two** features of the culture of poverty. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Lack of long term planning
- Fatalistic attitudes
- Feelings of inferiority
- Educational failure
- Weak family structure
- Pre disposition toward delinquent behaviour
- Underclass
- Other reasonable response.

- (b) Using examples, explain why some groups have a higher risk of being poor than others. [9]

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

Candidate may explain the following aspects:

- Elderly – low pension, living longer etc.
- Lone parent families – Usually one income, female so predisposed to low wage etc.
- Homeless – No address, no income, no benefits
- Unemployed – Benefits = low income
- Children – High percentage of children living in poverty due to poor parents
- Women – Live longer, low pay, dual burden etc.
- Underclass – Poverty trap etc.
- Ethnic minorities – Low pay, discrimination etc.
- Life cycle stage – Students, elderly etc.
- Other reasonable response.

- (c) 'It is very difficult for the poor to escape from poverty.'
Evaluate the arguments **for** and **against** this claim. [10]

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

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

Arguments and evidence **for** the statement:

- Poverty trap
- Marxist structural explanations
- Lack of jobs etc
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Underclass arguments
- Culture of dependency
- Culture of poverty
- Cycle of deprivation
- Other reasonable arguments.

[Total: 25]

- 6 (a) Identify and describe **two** reasons why women are more likely than men to be poor. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Women live longer, and thus spend more time at a pensionable age
- Women earn less
- Women are more likely to take the caring role
- Other reasonable response.

- (b) Using examples, describe how poverty can affect a person's life. [9]

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

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

- Culturally: Lack of academic goals; lack of family encouragement; poor peer group; instability of family.
- Materially: Poor housing; poor diet; lack of material goods
- Culture of poverty: Lack of long term planning; feeling inferior; educational failure; low aspirations
- Other reasonable response.

- (c) 'Absolute measures of poverty are the most accurate.'
Evaluate the arguments **for** and **against** this claim. [10]

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

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

Arguments and evidence **for** the statement:

- Easier to use
- Clear measurement
- Allows comparisons across all countries
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- It fails to take into account changes over time
- It ignores cultural differences between countries
- It is hard to decide on the minimum standard of living
- Relative measures allow discussion of all types of poverty
- Subjective studies / measurements allow the individual's view
- Other reasonable arguments.

[Total: 25]

SECTION C – CONTEMPORARY SOCIAL CHANGES

7 (a) Identify and describe **two** reasons why birth rates remain high in some countries. [6]

Target: Assessment Objective 1 (6 marks).

Two from:

- Need for families for economic reasons ie farm hands
- Patriarchal control means males still dictate that amount of children had, and this is reflective of the belief that fertility is important
- Some religions outlaw birth control
- Some cultures believe that populating the earth is a goal
- Other appropriate response.

(b) Using examples, explain why birth rates have declined in some places. [9]

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

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

- Economic reasons ie children are now an economic burden not an asset since the move to compulsory education in some countries
- Availability of birth control
- Impact of feminist movement in some countries (ie women working etc)
- Increase in divorce in some countries
- Changing values ie increased respect for childlessness as a lifestyle choice
- Other reasonable response.

(c) 'Population growth is good for society.'
Evaluate the arguments **for** and **against** this claim. [10]

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

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

Arguments and evidence **for** the statement:

- Growth of the work force
- Growth of consumer market
- If through immigration, growth of skills for workforce etc.
- Economic reasons ie work force, combat to ageing population
- If through immigration: Cultural reasons ie Globalised culture; gaining different foods, beliefs etc
- Benefits of internal migration
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Resources running out
- Pollution
- Global warming
- Changes to the environment
- Loss of biodiversity
- Rainforest depletion
- Thomas Malthus - population time bomb ie food grows arithmetically whilst population grows geometrically
- Ageing populations
- Other reasonable arguments.

[Total: 25]

- 8 (a) Identify and describe **two** ways that migration might benefit a country. [6]

Target: Assessment Objective 1 (6 marks)

Two ways identified from:

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

- (b) Using examples, explain why some people migrate. [9]

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

Candidates may describe the following ways:

- Push factors: lack of opportunity, escape war, escape low standard of living, escape lack of political/religious or personal freedom
- Pull factors: Work/ employment; better education; higher standard of living; freedom politically/ religiously or personally
- Other reasonable response

- (c) 'World poverty cannot be solved through international aid.'
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:

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

Arguments and evidence **against** the statement:

- Aid can be non financial ie manpower and can have a direct and positive effect
- With strict conditions money can directly help small scale projects ie water for a village
- Things would be worse without aid
- Need combination of types of aid
- Other reasonable response.

[Total: 25]

SECTION C Generic Mark Scheme

(a) Identify and describe **two** [6]

Target: Assessment Objective 1 (6 marks).

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

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Candidate reveals limited knowledge and some partial understanding. (1)

AO1/Level 2:

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AO1/Level 3:

Candidate reveals good knowledge and sound understanding. (3)

(b) Using examples, describe. (9)

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

AO1/Level 1:

Candidate reveals limited knowledge of one or more aspects of the process; only supported by limited examples with some lack of clarity. *Typically answers will be based on common sense ideas* (1-2)

AO1/Level 2:

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AO1/Level 3:

Candidate reveals good knowledge and understanding; usually some description of one or more aspects of the process supported by one or more examples; reveals some understanding of main links between structures, processes and issues. *Typically answers will have a sociological basis and will include some sociological terminology, although it may not all be accurate.* (6-7)

AO2/Level 1:

Candidate 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) Evaluate the arguments **for** and **against** this statement. [10]

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

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. *Typically answers will offer an opinion without a reason why* (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. *Typically answers will have an unclear debate* (2)

AO2/Level 3:

Candidate uses information and evidence to construct and support argument in relation to the issue; the argument is evaluated simply; 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. *Typically answers will offer a clear, simplistic debate, often with subtitles for and against.* (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; meaning is generally clear. *Typically answers will offer a clear debate written in prose.* (4)

[Total: 25]

Mark Scheme 1990/03
June 2007

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Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

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Section A – Family and Identity

- 1 (a) From the evidence in **Source A**, what year had the highest number of:
- | | | |
|----------------------|------|-----|
| (i) first marriages? | 1971 | (1) |
| (ii) divorces? | 1991 | (1) |

Target: Assessment Objective 2 (2 marks)

- (b) **Source B** is based upon evidence from *non-participant observation*. Using examples, explain **three** reasons why the evidence in **Source B** might not be accurate. (6)

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

The *non-participant observation* in this particular case might not be accurate because:

Three reasons from:

- Only four reconstituted families observed/small sample size (not representative or generaliseable)
- One off observation – not repeated or checked
- Presence of researcher may have affected the samples behaviour
- Concerns with reliability due to the relationship between researcher and family – would another researcher have got the same results?
- Researcher had known the family for 13 years therefore unlikely to have been completely objective
- As the researcher wrote up the findings after the observations relevant data might have been omitted / forgotten
- Student sociologist may not have conducted the research particularly well due to lack of experience
- Observations are all from one area therefore not generaliseable to the whole population
- May contain recording error ie evidence omitted/changed/not seen
- May contain bias in analysis and interpretation, perhaps due to the gender of the researcher
- Only observed at one time of the day, behaviour may have been different at different times
- Adapted source
- Other reasonable response.

AO1/Level 1:

Candidate reveals a limited understanding of the method/evidence and explains with some lack of clarity. (1)

AO1/Level 2:

Candidate reveals a basic 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 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 accurate and relates these to the evidence in the source. (2)

AO2/Level 3:

Candidate clearly identifies three reasons why this type of evidence may not be accurate and relates these to the evidence in the source. (3)

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

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

There are three main 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:

- Source B refers only to reconstituted families, source C to families in general
- Sample size – both source B and C only refer to **four** observations and **one** interview – can such a small sample size really support anything?
- Source B illustrates limited communication between parents and children, source C talks about open communication
- Source C talks about a lack of gender stereotypes, source B shows stepdad and son talking about football
- Decline in gender stereotypes mentioned in source C may be supported by source B as we read of the children arguing about who will do the washing up ie its not just a 'girl's job'.
- The adapted sources are from different years, can they be compared? Or, alternatively, the adapted sources are from very similar years therefore they can be compared
- Other reasonable response.

AO1/Level 1:

Candidate reveals a limited understanding of the method/type of evidence and their strengths and weaknesses and the effect upon interpreting the sources and drawing conclusions about their relationship. *Typically answers will rely on copied material from the sources.* (1)

AO1/Level 2:

Candidate reveals a basic understanding of the method/type of evidence and their strengths and weaknesses and the effect upon interpreting the sources and drawing conclusions about their relationship. *Typically answers will show some understanding although may still rely on some copying from sources.* (2)

AO1/Level 3:

Candidate reveals a good understanding of the method/type of evidence and their strengths and weaknesses and the effect upon interpreting the sources and drawing conclusions about their relationship. *Typically answers will understand content and/or nature of evidence* (3)

AO2/Level 1:

Candidate discusses one or more links/issues but without clear explanation or explicit conclusion about degree of support; a partial explanation. (1)

AO2/Level 2:

Candidate evaluates one or more links/issues with some 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 the degree of support. (3)

(d) How useful is **Source D** as evidence of the experience of all cohabiting couples? (6)

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

There are four main areas of discussion/issues:

- Sample size – only 20 interviews, is this enough to generalise from? Problem of some non-response. May have affected any attempts made by the researcher to stratify the sample.
- Sample composition – No information about class, age or ethnicity of the sample – representative? All from one area – representative? Perhaps the answers will be different depending on whether the couples have children, how long they have been together etc.
- Nature of the evidence – will the interviewees have told the truth to the researcher in this quite sensitive topic area?
- Source of the evidence – evidence is from a study dated 2004, things may have changed since then.

The candidate may identify the following areas of discussion/issues in evaluating the usefulness of the source for generalising to all cohabiting couples:

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

AO1/Level 1:

Candidate reveals a limited understanding of the method/sampling/source. *Typically answers will lack clarity.* (1)

AO1/Level 2:

Candidate reveals a basic understanding of the method/sampling/source. *Typically answers will have partial clarity.* (2)

AO1/Level 3:

Candidate reveals a good understanding of the method/sampling/source. *Typically answers will have clear and wide ranging ideas.* (3)

AO2/Level 1:

Candidate evaluates area/s with limited explanation. (1)

AO2/Level 2:

Candidate clearly evaluates area/s with some explanation. (2)

AO2/Level 3:

Candidate clearly evaluates area/s with a good explanation. (3)

- (e) 'Marriage is no longer important to people in the UK today'. 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

- Decline in number of first marriages
- Rising divorce rate
- Rising rates of cohabitation
- Rising number of singletons
- Secular society reducing the importance of religious values
- Increasing tolerance of 'alternative' lifestyles such as homosexuality
- Other reasonable response.

Possible Methods

- Interviews
- Questionnaire
- Non-Participant Observation
- Participant Observation
- Case Studies
- Experiments
- Other suitable response.

Possible types of evidence

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

AO1/Level 1:

Candidate reveals limited knowledge and understanding of the area of social life and/or limited methods/sources of evidence. *Typically answers will focus on either method or area and largely be based on commonsense.* (1)

AO1/Level 2:

Candidate reveals basic knowledge and understanding of the area of social life and several methods/sources of evidence. *Typically answers will show implicit sociological knowledge or will not have mentioned secondary evidence.* (2-3)

AO1/Level 3:

Candidate reveals good knowledge and understanding of the area of social life and a range of methods and sources of evidence, including both primary and secondary. *Typically answers will show sociological knowledge and have mentioned secondary evidence.* (4-5)

AO2/Level 1:

Candidate makes some connection between the selection of methods/sources of evidence and/or the aim of the investigation but there is little reasoned explanation. *Typically answers will implicitly refer to the area of study ie a mention of a relevant sample group and/or justification which may not refer to the aims of the study.* (1)

AO2/Level 2:

Candidate explains some of the selection of methods/sources of evidence in relation to the aim of the investigation. *Typically answers will have explicit justification but may rely on connection to the area of study, not the aim.* (2-3)

AO2/Level 3:

Candidate fully explains and justifies the selection of methods/sources of evidence in relation to the aim of the investigation. *Typically answers will justify choices and attempt to connect them to the aim of the study.* (4-5)

[Total: 30 marks]

SECTION B – POWER AND CITIZENSHIP

2 Dictatorships and democracies are different political systems.

(a) Identify and describe **three** features of a dictatorship. **(6)**

Target: Assessment Objective 1 (6 marks)

Three from:

- Power in the hands of one ruler who has complete control
- Rules by coercion
- People obey rules because they are forced to
- People are threatened with punishment if they do not obey the rules
- The government controls areas of social life ie the media, legal system and the police
- The government is able to control almost every aspect of people's lives
- Governments that are dictatorships and have total control over people's lives are called totalitarian
- Other reasonable response.

(b) Using examples, explain how people are socialised into their political beliefs in the UK. **(9)**

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

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

Candidates may explain the following aspects of the process:

- The agents of political socialisation
- Family:
 - can affect our political beliefs, activities and voting behaviour
 - if family members are involved in a pressure/protest group this will raise of these issues
 - origins ie those from Islamic countries will have more awareness of Islamic political views and activities
 - their views may rub off on us and affect what we do politically and how we vote
- Peer groups:
 - typically share similar views
 - often influenced by our peer groups
 - members of protest/pressure groups are typically drawn from similar sections of the community
- Media:
 - our main source of information on politics
 - sets the agenda for public debate/discussion
 - spin doctors and political personalities
 - lack of extreme/radical views in the media
- Workplace:
 - different types of jobs tend to attract people of different political beliefs ie manual workers typically vote labour
- Other reasonable response.

- (b) 'The UK today is a democracy'.
Evaluate this claim.

(10)

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

Answers are likely to focus on class, gender, ethnic and age differences. Candidates may discuss and evaluate the following aspects of the statement:

Arguments and evidence for the statement:

- Human Rights Act
- More equality in society and its key agencies and institutions
- We elect MP's who govern on our behalf
- Freedom of speech
- Voting and elections
- Pressure/protest groups
- Legal organisations and laws to tackle racism/sexism
- Children's rights
- Increased media access
- Meritocracy/achieved status
- Pluralist approach
- Other reasonable response.

Arguments and evidence against the statement:

- Politics is still dominated by white, middle aged, middle class males, often Oxbridge educated.
- Unelected House of Lords
- Hereditary monarchy
- Ascribed status
- Racism and sexism still exists
- Some people have more economic/cultural/charismatic power than others
- Domestic abuse
- Child abuse
- Some people have more authority than others
- Conflict/ruling class approach
- Other reasonable response.

[Total: 25 marks]

SECTION C

CRIME, DEVIANCE AND SOCIAL CONTROL

3 Sociologists have investigated whether or not the official crime statistics are the best way of getting a true picture of crime.

(a) Identify and describe **three** formal agencies of social control. (6)

Target: Assessment Objective 1 (6 marks)

Three from:

- The Houses of Parliament/legislature
- Police force
- Judiciary/courts
- Prison service/penal system
- Other reasonable response.

(b) Using examples, explain why some ethnic minority groups are over-represented in the criminal statistics. (9)

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

Candidates are likely to focus on Afro-Caribbean people and crime, although young Asian gangs and riots may also be referred to.

Candidates may explain either or both of the following viewpoints, describing any of the reasons identified:

- Afro-Caribbean's commit more crime in society (can then link crime to poverty, deprivation, lack of opportunity, racism, poor educational qualifications or any other reasonable response).
Similarly, could talk about young Asian's involvement in gangs/riots and link to their anger at perceived police indifference/racism/deprivation.
- Afro-Caribbean's do not commit more crime in society (can then link to the targeting of certain areas, stop and search rates, stereotyping, labelling, racism or any other reasonable response). Answers can refer to the police, courts, prisons and/or the public.

- (c) 'Official crime statistics are the best way of discovering the true picture of crime'.
Evaluate this claim.

(10)

Target: Assessment Objective 1 (6 marks) and 2 (4 marks)

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

Arguments and evidence for the claim:

- Published annually
- Cheap
- Readily available
- National figures/picture
- Shows trends/changes over time
- More representative-larger sample size
- Other reasonable response

Arguments and evidence against the claim:

- Only represent a partial picture of the total amount of crime
- Are all crimes detected?
- Are all detected crimes reported to the police?
- Are all reported crimes recorded by the police?
- Ignore the dark figure of crime
- Not all police forces or officers deal with crime and criminals in the same way
- Victim surveys (local and BCS)
- Self report studies
- Official statistics as a social construction
- Other reasonable response

[Total: 25 marks]

4 Sociologists realise there is no one definition of deviance.

(a) Identify and describe **three** norms in the UK today. (6)

Target: Assessment Objective 1 (6 marks)

*In their response candidates should make it clear that norms are the unspoken and unwritten rules of behaviour in everyday life. They are learnt through socialisation and maintained via agencies of social control. They tell us what we should and shouldn't do **in particular situations**. Three examples to illustrate the above should be chosen and described.*

(b) Using examples, explain how informal agencies of social control encourage people to conform. (9)

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

Candidates may refer to the following informal agencies of social control and ways of encouraging conformity:

- Family/school/peer group/mass media/workplace/religion/other informal agency
- Socialisation (primary and/or secondary)
- Teaching of norms and values
- Teaching of expected behaviour
- Negative sanctions
- Positive sanctions
- Punishment
- Other reasonable response

(c) 'People define deviance in the same way'. Evaluate this claim. (10)

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

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

Arguments and evidence for the claim:

- Some acts are always regarded as deviant ie murder/rape
- Breaking norms and values makes an act deviant
- Consensus
- The claim will be true when people live in the same society/culture/time period etc
- Other reasonable response

Arguments and evidence against the claim:

- Depends upon the individual circumstances
- Depends upon the historical context
- Depends upon the society
- Depends upon the culture
- Depends upon who commits the deviant act
- Depends upon how powerful those involved are
- An act is not deviant in itself, it depends on how people define and respond to it
- Other reasonable response.

[Total: 25 marks]

PROTEST AND SOCIAL MOVEMENTS

5 There are many protest groups in society. Sometimes these are successful and sometimes they are not.

(a) Identify and describe **three** features of protest groups. (6)

Target: Assessment Objective 1 (6 marks)

Three from:

- Groups who defend their own interests or promote new initiatives
- Often involved in vigorous campaigning
- Organise events to raise awareness/attract publicity
- Aim to influence public opinion and build up support
- Hope to persuade government to change policy or adopt a new policy
- May sponsor a political party financially
- May visit MP's in Parliament/write to them
- May be involved in research
- Insider groups are consulted by government departments in preparing new policy proposals
- Other reasonable response

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

- Challenging traditional political structures
- Thinking and acting in alternative ways from normal
- No formal organisation
- No central organisation
- Promoting alternative lifestyles
- Not trying to win seats in Parliament
- Other reasonable response

(b) Using examples, explain the ways protest groups use direct action. (9)

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

Candidate may explain the following aspects of the process and should refer to specific examples/case studies involving direct action:

- Protests and demonstrations
- Strikes
- Sometimes actions may be seen as illegal
- Hunt saboteurs disrupting fox hunting
- Animal rights activists raiding laboratories and releasing animals
- Protests that disrupt traffic
- Destroying fields of GM crops
- Arson of holiday homes in Wales owned by non-Welsh people
- Action is typically linked to the resources available to the group in question
- Other reasonable response

- (c) 'Protest groups can make a difference to society'.
Evaluate this claim.

(10)

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

Candidates are likely to approach the question via a case study/studies of relevant protest groups.

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

Arguments and evidence for the claim:

- Positive examples of protest groups (eg women's rights/gay rights)
- Examples of how protest groups have changed attitudes/values/beliefs in society
- Examples of how protest groups have changed government/public thinking/the law
- Protest groups do not need to obey political party rules and so can protest to attract media attention
- Other reasonable response.

Arguments and evidence against the claim:

- No guarantees – public support may dwindle or be withdrawn
- Powerful groups in society may not be represented in protest groups hence they are ineffective
- Governments change therefore successful decisions and change might be overturned in the future
- Media coverage can sometimes be negative
- Protest groups and protesters may be stereotyped and perceived as extremists
- Protest groups will be unlikely to change long-established dominant ideologies
- Other reasonable response

[Total: 25 marks]

6 Social movements use different methods to appeal to different people.

(a) Identify and describe **three** methods a social movement might use to promote its aims. **(6)**

Target: Assessment Objective 1 (6 marks)

Candidates may refer to three different social movements and their methods or three different methods within one social movement in their answer.

Three from:

- Campaign mainly through direct action
- Some protests have a strong element of fun and celebration designed to draw attention to issues
- Handing out leaflets
- Signing petitions
- Sit down demonstrations
- Getting stories into the national and/or local news
- Boycotting a company
- Road protestors occupying trees on sites due to be cleared
- Animal rights protestors breaking into laboratories and setting animals free
- Traffic disruption
- Destruction of GM crops
- Protests against globalisation
- Other reasonable response

Candidates should be rewarded for referring to methods used by protest movements as the two types of movements (social and protest) are not mutually exclusive. Answers might therefore also include:

- Lobbying
- Retaining the services of those in Parliament (sponsorship of MP's)
- Publicity
- Protest
- Campaigning
- Illegal activities
- Other reasonable response

(b) Using examples, explain why a person might join a social movement.

(9)

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

Candidates may explain the following aspects of the process:

- No formal structure
- No formal membership
- Everyone can take part in decision making/direct actions
- Often have a strong sense of being morally right
- Often movements are international due to the international issues which they deal with
- Best way to achieve goals
- Interested in wider issues related to quality of life and expressing individuality
- Helps the government to keep in touch with the wishes of the grass roots
- A means by which like-minded individuals can come together to put forward their views
- A way to participate in the political process and to influence the decision making process
- Raising public awareness
- Feelings of powerlessness and/or social exclusion
- Sense of identity
- Personal beliefs
- Way of following alternative lifestyle
- Specific individual reasons
- Other reasonable response

- (c) 'Social movements can only be successful with strong leadership'.
Evaluate this claim.

(10)

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

Candidates may approach the question via a case study/studies of relevant social movements or by a more general discussion.

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

Arguments and evidence for the claim:

- Discussion of charismatic authority
- Role models
- Need for a strong leader to sway public opinion
- Need for a strong leader to be the 'face' of the movement
- Need for a strong leader to make best use of the media
- Other reasonable response

Arguments and evidence against the claim:

- Success is more about the issue than the specific leader involved
- Strong personal beliefs and group power will ensure success
- Swaying public opinion will ensure success
- Publicity will ensure success
- The existence of social movements does not necessarily mean that they have influenced individuals or society
- Lack of structure/formal organisation of social movements is problematic
- Legal-rational or traditional authority may be more influential than charismatic
- Social movements are defined by individual members who typically share some of the groups beliefs and not others – the leadership will not change this
- There may be no clear leader or a number of leaders within a social movement
- Powerful political parties still dominate so social movements are not really particularly successful
- Other reasonable response

[Total: 25 marks]

RELIGION

7 It is difficult to measure how religious a person or society is.

(a) Identify and describe **three** types of religious movements (or organisations). **(6)**

Target: Assessment Objective 1 (6 marks)

Three from:

- Church (a religious organisation with paid officials, regular formal act of worship in a special place put aside for that purpose, often linked to the state)
- Sect (religious organisation very strict in its beliefs and control of its membership, rarely any paid officials, generally strongly opposed to the accepted values of society)
- Denomination (religious organisation which is accepted by wider society but has no connection with the state. Smaller in size than a church and running is more in the hands of the congregation)
- Cult (extreme version of a sect but is much smaller and can exist within a wider church. Usually based on one charismatic leader)
- Other reasonable response

*N.B. If a candidate names three specific religions (Islam, Judaism, CofE etc) then this **cannot** be rewarded as three types of religious movements – it is all the same point so reward as one type only.*

(b) Using examples, explain why religion might be in decline. **(9)**

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

Candidates may explain the following aspects of the process:

- World is now explained in scientific terms
- We look for natural rather than supernatural explanations today
- Modernism encourages rational and logical thought
- Social sciences have persuaded people that society can be controlled and that it is not simply created by God
- Values in society have changed eg today we value consumer and material goods, not community and mutual help which were strongly associated with the church
- Perfectly acceptable today not to attend church, no longer a sign of social respectability
- Other reasonable response

- (c) 'Asking people whether they go to church will tell a sociologist how religious they are'.
Evaluate this claim. **(10)**

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

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

Arguments and evidence for the claim:

- Going to church indicates commitment to a religion
- Going to church allows you to express and celebrate religious beliefs
- Going to church allows you to confirm and reinforce your religiosity with those around you
- Church is still thought of by many as the house of God
- Other reasonable response

Arguments and evidence against the claim:

- There are big differences between those who attend regularly and those who only attend church at times of rites of passage
- People may go to church yet not have religious beliefs
- People may worship in private
- A person's values must also be considered
- Questions need to be asked in a way that does not leave out religious people who are not Christian and hence do not go to church eg Muslims-mosque
- Methodological evaluations about asking people how religious they are (validity, reliability, representativeness, generaliseability)
- Other reasonable response

[Total: 25 marks]

8 Some sociologists believe that religion is not as important today as it once was.

(a) Identify and describe **three** ways a person can show they are religious. **(6)**

Target: Assessment Objective 1 (6 marks)

Three from:

- Accepting the major beliefs of his/her religion
- Carrying out certain practices to show his/her commitment
- Having some experience of, or communication with, a God
- Having some knowledge and understanding of religious teachings
- Adopting behaviour appropriate to the religion
- Other reasonable response

(b) Using examples, explain why people might belong to a religious movement (or organisation).

(9)

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

Candidates 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
- Primary socialisation/parental pressure
- Habit
- Social expectations
- Coercion
- Cultural defence
- Other reasonable response

- (c) 'Religion is less important in the UK today than it used to be'.
Evaluate this claim.

(10)

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

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

Arguments and evidence for the claim:

- World is now explained in scientific terms
- We look for natural rather than supernatural explanations today
- Modernism encourages rational and logical thought
- Social sciences have persuaded people that society can be controlled and that it is not simply created by God
- Values in society have changed eg today we value consumer and material goods, not community and mutual help which were strongly associated with the church
- Perfectly acceptable today not to attend church, no longer a sign of social respectability
- We live in an increasingly secular society
- Feminists see established religion as a tool of oppression against women and hence do not value or encourage it
- Reference to relevant statistical evidence/surveys
- Other reasonable response

Arguments and evidence against the claim:

- For many ethnic minority groups religion remains very important
- New age beliefs are growing in popularity
- Religion has become a matter of personal and private choice
- New religious movements are growing in popularity
- Traditional religion may be on the decline but other types of religious organisations are not
- Reference to relevant statistical evidence/surveys
- Other reasonable response

[Total: 25 marks]

HIGHER MARK SCHEME – GENERIC PART B AND C

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

Two marks available for each feature identified and described, awarded according to the levels below.

AO1/Level 1:

Feature identified (1)

AO2/Level 2:

Feature identified with a suitable clear description given (2)

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

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

AO1/Level 1:

Candidate reveals limited knowledge and understanding; some explanation of the aspects of the process supported by examples; reveals some limited understanding of the main links between structures, processes and issues. *Typically answers will have implicit sociological ideas or be based on common sense.* (1-2)

AO1/Level 2:

Candidate reveals basic knowledge and understanding; explanation of several aspects of the process supported by examples; reveals understanding of the main links between structures, processes and issues. *Typically answers will contain sociological ideas but without sociological language.* (3-5)

AO1/Level 3:

Candidate reveals good and accurate knowledge with precise understanding; full explanation of the aspects of the process supported by several examples; reveals understanding of the main links between structures, processes and issues. *Typically answers will contain wide ranging sociological ideas and language throughout.* (6-7)

AO2/Level 1:

Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity. (1)

AO2/Level 2:

Candidate uses a range of information and evidence to construct and support clear arguments. (2)

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

AO1/Level 1:

Candidate reveals limited knowledge and understanding ; some explanation of the aspects of the issue supported by limited evidence and information. *Typically answers will have implicit sociological ideas or be based on common sense.* (1-2)

AO1/Level 2:

Candidate reveals basic knowledge and understanding; explanation of the aspects of the issue supported by some relevant evidence and information; reveals some understanding of the main links between structures, processes and issues. *Typically answers will contain sociological ideas but without sociological language.* (3-4)

AO1/Level 3:

Candidate reveals good and accurate knowledge with precise understanding; full explanation of the aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the main links between structures, processes and issues. *Typically answers will contain wide ranging sociological ideas and language throughout.* (5-6)

AO2/Level 1:

Candidate uses limited information in a simple manner to make 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 and inaccuracy. *Typically evaluation will be narrow or not directly relevant.* (1)

AO2/Level 2:

Candidate uses basic information and evidence to construct and support arguments in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity. *Typically evaluation will be obvious but simple ie for and against.* (2)

AO2/Level 3:

Candidate uses a good range of information and evidence to construct and support arguments in relation to the issue; information and evidence is clearly presented and meaning is generally clear. *Typically answers will offer a clear evaluation but may lack a conclusion or may have a conclusion but be juxtaposed.* (3)

AO2/Level 4:

Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; meaning is clear and unambiguous. *Typically answers will be critically evaluated with a conclusion.* (4)

Total mark: 25

Mark Scheme 1990/04
June 2007

INSTRUCTIONS ON MARKING SCRIPTS

Excerpts from the Instructions for Examiners booklet.

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, the marked scripts must be brought to the meeting.

2 After the standardisation meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the standardisation meeting.
- f) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) Recording of marking: the scripts

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen.

e) Handling of unexpected answers

The standardisation meeting will include a discussion of marking issues, including:

- A full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- The handling of unexpected, yet acceptable answers.

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem.

SECTION A – WORK AND EMPLOYMENT

- 1 (a) From the evidence in **Source A**, what was the worst effect of unemployment given most:
- (i) By men
- Loss of self worth
- (ii) By women
- Lack of money

AO2: One mark per effect identified

- (b) **Source B** is based upon evidence gathered from *media material*.

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

[6]

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

Three reasons from:

- May contain simple errors or mistakes in compilation of statistics
- May contain bias in collection of evidence eg intentional political bias
- May contain recording error
- May contain editorial or presentational bias eg on a television political broadcast
- May contain distortion of account of the statistics
- Cannot check size of sample eg unemployment statistics could be regional thus inaccurate for the overall claim.
- Cannot check compilation of sample ie inclusion of women whose husbands work
- Other reasonable response

AO1/Level 1:

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

AO1/Level 2:

Candidate reveals a basic 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 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 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 accurate and relates these to the evidence in the Source. **[3]**

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

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

There are 3 possible areas of discussion/issues:

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

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

- Statements about differing opinions on Jobseekers Allowance or the use of job centres.
- Statements showing the similarity of content ie the subject matter
- Comparison of Party political broadcast vs a single interview
- Statement showing the similarity of the dates of the evidence
- Primary evidence vs. secondary
- Other reasonable response.

AO1/Level 1:

Candidate reveals a limited understanding of the evidence and the effect upon interpreting the sources and drawing conclusions about their relationship. *Typically answers will rely on copied material from the sources.* [1]

AO1/Level 2:

Candidate reveals a basic understanding of the evidence and the effect upon interpreting the sources and drawing conclusions about their relationship. *Typically answers will show some understanding although may still rely on some copying from sources.* [2]

AO1/Level 3:

Candidate reveals a good understanding of the evidence and their strengths and weaknesses and the effect upon interpreting the sources and drawing conclusions about their relationship. *Answers will understand content and/or nature of evidence* [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 clear explanation for a conclusion about the degree of support. [2]

AO2/Level 3:

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

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

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

Answers must focus on the representativeness of the study. Answers may include:

- Sample size – One class, one area, one age group
- Sample type – Comprehensive school
- Sample aim – All students everywhere
- Any other reasonable response

AO1/Level 1:

Candidate reveals a limited understanding of the sampling. *Typically answers will lack clarity* [1]

AO1/Level 2:

Candidate reveals a basic understanding of the sampling. *Typically answers will have partial clarity.* [2]

AO1/Level 3:

Candidate reveals a good understanding of the sampling. *Typically answers will have clear ideas* [3]

AO2/Level 1:

Candidate evaluates **one** area with basic or partial explanation. [1]

AO2/Level 2:

Candidate clearly evaluates more than one area with some explanation. [2]

AO2/Level 3:

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

- (e) "People working in a Call Centre* have little 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:

- Alienation
- Intrinsic satisfaction
- Extrinsic satisfaction

Possible Evidence:

- Sick records
- Staff turn over figures
- Levels of pay
- Studies of social relationships
- Other sociological studies
- Other reasonable response.

Possible methods:

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

AO1/Level 1:

Candidate reveals limited knowledge and understanding of the area of social life and/ or limited methods/sources of evidence. *Typically answers will focus on either method or area and largely be based on common sense.* (1)

AO1/Level 2:

Candidate reveals basic knowledge and understanding of the area of social life and one or more method/source of evidence. *Typically answers will show implicit sociological knowledge, or will not have mentioned secondary evidence.* (2-3)

AO1/Level 3:

Candidate reveals good knowledge and understanding of the area of social life and a range of methods and source of evidence, including primary and secondary. *Typically answers will show sociological knowledge and have mentioned secondary evidence.* (4-5)

AO2/Level 1:

Candidate makes some connection between the selection of methods and source of evidence and /or the aim of the investigation but there is little reasoned explanation. *Typically answers will implicitly refer to the area of study ie a mention of a relevant sample group and /or justification may not refer to the aims of the study.* (1)

AO2/Level 2:

Candidate explains some of the selection of methods and source of evidence in relation to the investigation. *Typically answers will have explicit justification but may rely on connection to the area of study, not the aim.* (2-3)

AO2/Level 3:

Candidate fully explains and justifies the selection of methods and sources of evidence in relation to the aim of the investigation. *Typically answers will justify choices and attempt to connect them to the aim of the study.* (4-5)

[Total: 30 marks]

SECTION B – EDUCATION

- 2 (a) Identify and describe **three** types of secondary school. **[6]**

Target: Assessment Objective 1 (6 marks).

Three from:

- Comprehensive
- Private
- Faith schools
- Specialist status
- Public
- Secondary Modern
- Grammar
- Technology College
- Academy
- Other reasonable response.

- (b) Using examples, explain how setting and streaming can affect a student's educational achievement. **[9]**

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

Candidates may explain the following aspects of the process:

- Self fulfilling prophecy
- Halo effect
- Subcultures/peer groups
- Labelling
- Other reasonable response.

- (c) "Home and family have the greatest influence on a student's 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:

- Effect of family
- Material deprivation
- Cultural deprivation
- Other reasonable arguments

Arguments and evidence **against** the statement:

- Peer group/ Subculture
- School type ie Private vs. State
- School: Labelling/setting/streaming

[Total: 25 marks]

SECTION C –THE MASS MEDIA

- 3 (a) Identify and describe **three** ways in which the mass media are now global. **(6)**

Target: Assessment Objective 1 (6 marks).

Three from:

- Ownership
- Ability to broadcast to a global audience
- Internet links the world
- Availability of obtaining foreign media easily
- Other reasonable response.

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

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

Candidate may explain the following aspects of the process:

- Housewife
- Sex symbol
- Subordinate
- Other reasonable response

Or they may explain the ways females are represented ie:

- Invisible
- Repetition
- Distortion
- Reflecting the change in the position of women
- Other reasonable response

- (c) 'The content of newspapers are controlled by journalists.'
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:

- Articles are written by journalists
- Articles are researched by journalists
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Effect of advertising
- Agenda setting: Owners
- Moral panics
- Limited space and time
- Political/ legal pressures
- Newsworthy/ values
- Profit motive
- Role of other gatekeepers: Editors
- Other reasonable arguments. Pluralist/ Audience

[Total: 25 marks]

- 4 (a) Identify and describe **three** ways social classes are represented in the media. [6]

Target: Assessment Objective 1 (6 marks).

Answers may specify examples from a certain class ie working class or may offer general ways representation occurs.

Three from:

- Language
- Dress
- Speech
- Appearance
- Other reasonable response.

Or the ways:

- Invisible
- Repetition
- Distortion
- Reflection – change ie blurring of boundaries
- Other reasonable response

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

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

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

- A deviant act is highlighted in the media (Cohen)
- The media decides this act has high news value
- The media repeatedly highlights this act as prolific
- Deviance amplification occurs (Wilkins)
- Stigma is attached to the appropriate folk devil
- Stirring of public indignation, where they cry out for action to be taken
- Government response occurs
- Use of relevant examples
- Other reasonable response.

- (c) 'The mass media has a direct affect on people's attitudes and behaviour.'
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:

- Hypodermic syringe model
- Advertising
- Stirring someone to action ie political, charity etc.
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Cultural effects model
- Uses and gratifications model
- Audience selection
- Opinion leader model
- Other reasonable arguments.

[Total: 25 marks]

SECTION C – POVERTY

- 5 (a) Identify and describe **three** features of the culture of poverty. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Lack of long term planning: Immediate gratification (Lewis)
- Fatalistic attitudes
- Feelings of inferiority
- Educational failure
- Weak family structure
- Pre disposition toward delinquent behaviour
- Underclass
- Other reasonable response.

- (b) Using examples, explain why some groups have a higher risk of being poor than others. [9]

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

Candidate may explain the following aspects:

- Elderly – low pension, living longer etc.
- Lone parent families – Usually one income, female so predisposed to low wage etc.
- Homeless – No address, no income, no benefits
- Unemployed – Benefits = low income
- Children – High percentage of children living in poverty due to poor parents
- Women – Live longer, low pay, dual burden etc.
- Underclass – Poverty trap etc.
- Ethnic minorities – Low pay, discrimination etc.
- Life cycle stage – Students, elderly etc.
- Other reasonable response.

- (c) 'It is very difficult for the poor to escape from 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:

- Poverty trap
- Marxist structural explanations
- Lack of jobs etc
- Cycle of deprivation
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Underclass arguments (Murray)
- Culture of dependency: Stop giving benefits
- Culture of poverty: Work to change culture ie better education
- Government Aid ie Working Tax Credit
- Other reasonable arguments.

[Total: 25 marks]

- 6 (a) Identify and describe **three** reasons why women are more likely than men to be poor. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Women live longer, and thus spend more time at a pensionable age
- Women are more likely to be lone parents
- Women earn less
- Women are more likely to take the caring role: Dual burden
- Male control of finances
- Other reasonable response.

- (b) Using examples, explain how poverty can affect a person's life. [9]

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

Candidate may explain the following aspects of the process:

- Culturally: Lack of academic goals; lack of family encouragement; poor peer group; instability of family.
- Materially: Poor housing and area; poor diet; lack of material goods
- Culture of poverty: Lack of long term planning; feeling inferior; educational failure; low aspirations
- Other reasonable response.

- (c) 'Absolute measures of poverty are the most accurate.' 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:

- Easier to use
- Clear measurement
- Allows comparisons across all countries
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- It fails to take into account changes over time
- It ignores cultural differences between countries
- It is hard to decide on the minimum standard of living
- Relative measures allow discussion of all types of poverty
- Subjective studies / measurements allow the individual's view
- Other reasonable arguments.

[Total: 25 marks]

SECTION C – CONTEMPORARY SOCIAL CHANGES

- 7 (a) Identify and describe **three** reasons why birth rates remain high in some countries. [6]

Target: Assessment Objective 1 (6 marks).

Three from:

- Need for families for economic reasons ie farm hands
- Patriarchal control means males still dictate that amount of children had and this is reflective of the belief that fertility is important
- Some religions outlaw birth control
- Some cultures believe that populating the earth is a goal
- Other appropriate response.

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

- (b) Using examples, explain why birth rates have declined in some places. [9]

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

Candidate may explain the following aspects of the process:

- Economic reasons ie children are now an economic burden not an asset since the move to compulsory education in some countries
- Availability of birth control
- Impact of feminist movement in some countries (ie women working etc)
- Increase in divorce in some countries
- Changing values ie increased respect for childlessness as a lifestyle choice
- Other reasonable response.

- (c) 'Population growth is good for 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 in relation to studies on gender, class and race:

Arguments and evidence **for** the statement:

- Growth of the work force
- Growth of consumer market
- If through immigration, growth of skills for workforce etc.
- Economic reasons ie work force, combat to ageing population
- If through immigration: Cultural reasons ie Globalised culture; gaining different foods, beliefs etc
- Benefits of internal migration
- Other reasonable arguments.

Arguments and evidence **against** the statement:

- Resources running out
- Pollution
- Global warming
- Changes to the environment
- Rainforest depletion
- Thomas Malthus – population time bomb ie food grows arithmetically whilst population grows geometrically
- Ageing populations
- Other reasonable arguments.

[Total: 25 marks]

- 8 (a) Identify and describe **three** ways that migration might benefit a country. [6]

Target: Assessment Objective 1 (6 marks)

Three reasons identified from:

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

- (b) Using examples, explain why some people migrate. [9]

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

Candidates may describe the following ways:

- Push factors: lack of opportunity, escape war, escape low standard of living, escape lack of political/religious or personal freedom
- Pull factors: Work/ employment; better education; higher standard of living; freedom politically/ religiously or personally
- Other reasonable response

- (c) 'World poverty cannot be solved through international aid.'
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:

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

Arguments and evidence **against** the statement:

- Aid can be non financial ie manpower and can have a direct and positive effect
- With strict conditions money can directly help small scale projects ie water for a village
- Things would be worse without aid
- Need combination of types of aid
- Other reasonable response.

[Total: 25 marks]

SECTION C Generic mark scheme - Higher paper**(a) Target: Assessment Objective 1 (6 marks)**

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

AO1/Level 1

Way identified (1)

AO1/Level 2 Way identified with a suitable clear description given (2)

(b) Target: Assessment Objectives 1 (7 marks) and 2 (2 marks)**AO1/Level 1**

Candidate reveals limited knowledge and understanding; some explanation of the 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 or be based on common sense.* (1-2)

AO1/Level 2

Candidate reveals basic knowledge and understanding; explanation of aspects of the process supported by several examples; reveals understanding of main links between structures, processes and issues. *Typically answers will contain sociological ideas but without sociological language.* (3-5)

AO1/Level 3

Candidate reveals wide ranging and accurate knowledge with precise understanding; full explanation of the aspects of the process supported by several examples; reveals understanding of the main links between structures, processes and issues. Typically answers will contain sociological ideas and language throughout. (6-7)

AO2/Level 1

Candidate uses a limited range of information and evidence in a simple manner to make some limited points or arguments that may lack clarity (1)

AO2/Level 2

Candidate uses a range of information and evidence to construct and support clear arguments (2)

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

AO1/Level 1

Candidate reveals limited knowledge and understanding; some explanation of the aspects of the issue supported by limited evidence and information. *Typically answers will have implicit sociological ideas or be based on common sense. (1-2)*

AO1/Level 2

Candidate reveals basic knowledge and understanding; explanation of the aspects of the issue supported by some relevant evidence and information; reveals some understanding of main links between structures, processes and issues. *Typically answers will contain sociological ideas but without sociological language. (3-4)*

AO1/Level 3

Candidate reveals wide ranging and accurate knowledge with precise understanding; full explanation of the aspects of the issue supported by a range of relevant evidence and information; reveals understanding of the complexity of social life and links between structures, processes and issues. *Typically answers will contain sociological ideas and language throughout. (5-6)*

AO2/Level 1

Candidate uses limited information in a simple manner 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. *Typically evaluation will be narrow or not directly relevant. (1)*

AO2/Level 2

Candidate uses basic information and evidence to construct and support arguments in relation to the issue; the argument is evaluated simply; information and evidence is presented, though with some lack of clarity. *Typically evaluation will be obvious but simple ie for and against (2)*

AO2/Level 3

Candidate uses a range of information and evidence to construct and support argument and conclusions in relation to the issue; information and evidence is clearly presented. *Typically answers will offer a clear evaluation but may lack a conclusion (3)*

AO2/Level 4

Candidate uses a wide range of information and evidence critically to construct and support substantiated argument and conclusions in relation to the issue; the argument is critically evaluated in a balanced way; meaning is generally clear and unambiguous. (4)

[Total: 25 marks]

General Certificate of Secondary Education

Sociology (1990)

June 2007 Assessment Series

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
1	80	n/a	n/a	52	41	31	21	12
2	80	n/a	n/a	47	38	29	20	11
3	80	56	46	36	26	n/a	n/a	n/a
4	80	57	47	38	27	n/a	n/a	n/a
5	40	32	27	23	18	13	9	5

Specification Options

Foundation Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	n/a	n/a	n/a	118	95	72	50	28
Percentage in Grade	200	n/a	n/a	n/a	16.78	21.93	21.71	18.91	13.47
Cumulative Percentage in Grade	200	n/a	n/a	n/a	16.78	38.71	60.41	73.92	92.79

The total entry for the examination was 1393

Higher Tier

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	163	141	119	97	71	58	n/a	n/a
Percentage in Grade	200	6.64	19.12	26.32	24.51	17.24	3.25	n/a	n/a
Cumulative Percentage in Grade	200	6.64	25.76	52.08	76.59	93.83	97.08	n/a	n/a

The total entry for the examination was 2993

Statistics are correct at the time of publication.

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